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ABSTRACT

The report presents a literature review on the advantages and disadvantages of infusion vs. separate programing in career education for hearing impaired students. The need for separate programing at the mid-high school state is supported, in order to draw together the career related strands which have been previously infused into the total curriculum. The development of such an intensive separate summer program is described, and its emphasis on decision making in elements of self-awareness, career awareness, educational awareness, and economic awareness are discussed. Appended materials include a list of the program's advisory board and development team members, information from a survey completed by schools for the deaf of new career education materials, and an annotated bibliography of career education materials and resources for use with hearing impaired students. (CL)

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Catch Tomorrow: Career Awareness Summer Program

Literature and Materials Review

by

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Graduate Intern

University of Rochester/NTID

Joint Educational Specialist Program

June, 1984

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All the career education contacts in the NPCE network who sent me information and responded to my inquiries, and those who supplied Judy with so many boxes of materials to assess over the last few years, deserve much of the credit for this publication, and I thank them. I also wish to thank the unknown typists in the Word Processing Center at NTID who suffered through so many drafts over these months, and managed to read my handwriting.

Finally, I would like to thank Sharon Cobb, project intern and Judy's dedicated assistant, who set me up and showed me the ropes before she graduated.

Wendy Low
Graduate Assistant

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"Catch Tomorrow: Career Awareness Summer Program"

Literature Review

Career education concepts have been under urgent and prominent discussion by educators of deaf students for the past several years. In 1978, the National Project on Career Education (NPCE), a cooperative effort between the National Technical Institute for the Deaf (NTID) and the Model Secondary School for the Deaf (MSSD) at Gallaudet College, was established. Later, the theme of the 1981 Convention of American Instructors of the Deaf (CAID) was "Focus on Infusion," and a substantial portion of the papers was devoted to career education (Solano et al., 1982). Both information offered at the 1981 CAID meeting and efforts of the NPCE workshops were aimed chiefly at raising consciousness about, and enthusiasm for, various strategies for infusing the objectives and content of career education into the existing academic and vocational curriculum. This emphasis on career education infusion was consistent with the thinking of the U.S. Office of Career Education (Hoyt, 1977).

Teachers were asked to alter the content and methods in their traditional academic and vocational classes. Using the infusion approach, teachers would make career education concepts, occupational knowledge, decision-making skills, and occupational skills inherent in their goals and activities; not segregate them into "career education" lesson plans.

Infusion was one of the methods educators used to explore career education skills and concepts with hearing-impaired students. Another method consisted of developing or adapting separate programming, and

offering scattered units or whole courses in career education, apart from other subject matter. Infusion and separate programming each have different strengths and weaknesses, and it was recognized that each approach would encourage career development in hearing-impaired students.

Clark (1979a, b) reviewed several potential advantages and disadvantages of three alternative delivery systems, including: 1) a totally infused career education curriculum, 2) separate career education programming, and 3) a combination of the two. Some of the advantages and disadvantages of the infusion approach are listed below:

The arguments favoring infusion state that infusion:

1. Makes abstract academic content more concrete, relevant, and consequently, easier to learn.

2. Increases the possibility for student exposure to a wide range of career education concepts and skills, within the context of what schools are presently best prepared to do.

3. Assures that if infusion is operative in the entire educational program, the content of the curricula in regular classes will be more appropriate for many handicapped children.

The arguments against state that infusion:

1. Tends to take an "activities" approach, which means that career education activities are used to enhance the learning of concepts and skills of basic subject matter. The concepts and skills inherent in the activities related to career education are left to incidental learning.

2. Does not lend itself to evaluation of achievement of the types or levels of learning one would desire for career education concepts or skills, because the evaluation focuses on the subject matter concepts and skills.

3. Does not encourage, or in many cases permit, repetition of career development concepts and skills that are needed by many handicapped children for overlearning.

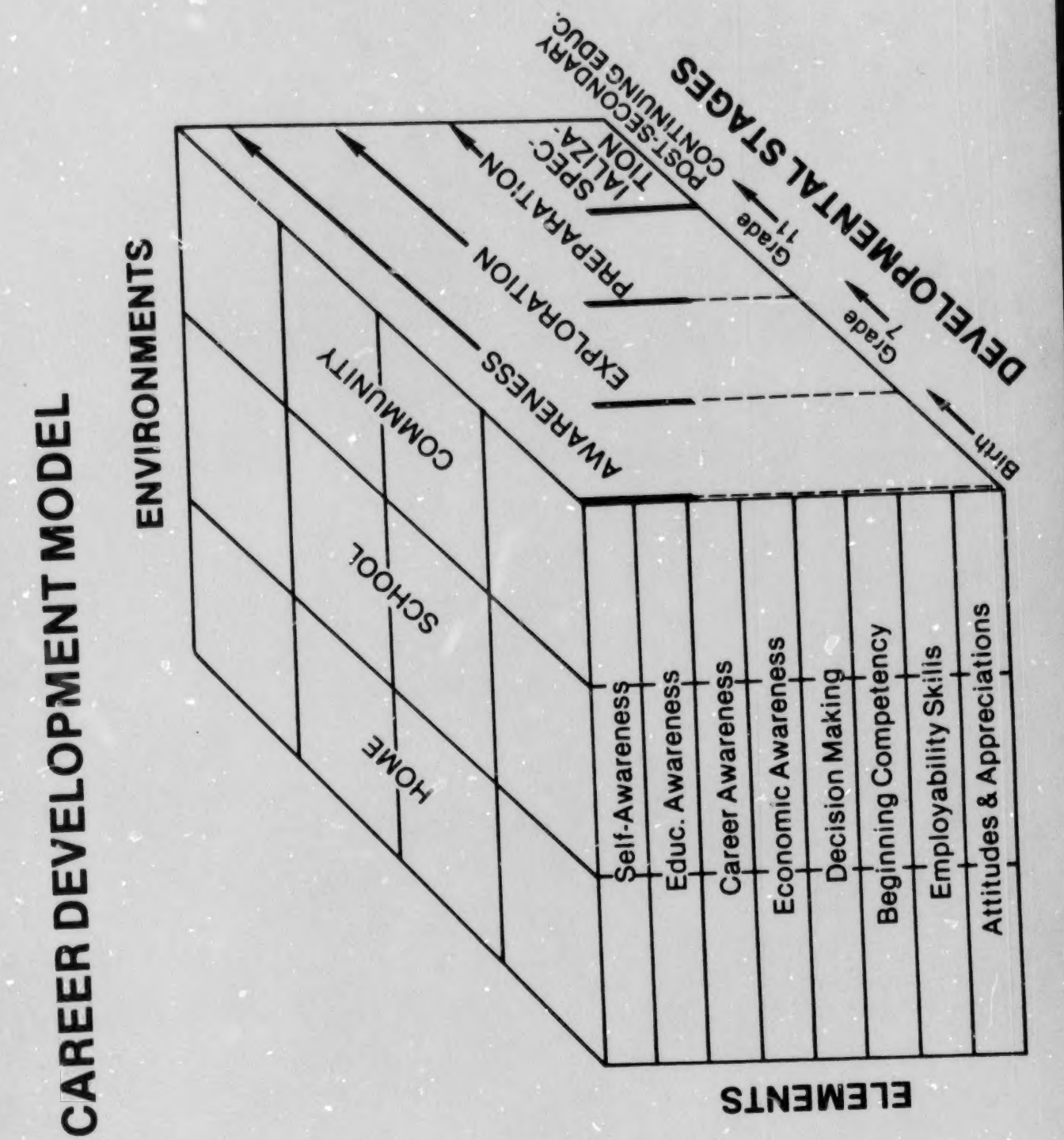
4. As it is typically used, is not systematic enough to ensure that the scope and sequence of the desired concepts and skills are covered.

5. Depends upon the willingness and ability of teachers to incorporate the concepts and skills of a comprehensive model into each of the basic academic skills areas. In essence, it is a voluntary commitment unless the school district or building monitors it, and provides support in doing it through inservice training, materials, and resources (Clark, 1979b, pp. 18-19, underlining mine).

At two national career development conferences held in 1978, it was found that elementary teachers were more positive about infusion, "perhaps because infusion is more easily accomplished within a self-contained classroom" (Updegraff, et al., 1979, p. 72). At the high school level, with rotational schedules and no one teacher responsible for the total curriculum, infusion was viewed as more difficult, "while add-on curricula force the student to focus on career education and to be aware of the topic" (p. 73). Over the next several years, in the course of talking with educators, visiting programs, and looking at curricula and materials which had been developed, members of the NPCE team saw evidence of some of the curricular gaps with the exclusive use of infusion.

NPCE had advocated use of the Comprehensive Career Education Matrix (CCEM) (Egelston-Dodd, 1980) in formulating career education objectives (cf. Fig. 1). The CCEM is separated into several "elements" along one of its dimensions. These are:

Figure 1



CCEM (Ohio State University, as modified by Dr. Victor Galloway)
Trainers Manual: Career Education and Planning Skills.
MSSD/NTID National Project on Career Education, 1980.

Self Awareness: knowledge of one's own interests, abilities and values.
Educational Awareness: knowledge of one connections between specific jobs and the training required.
Career Awareness: knowledge of the variety of available jobs, their titles, and their characteristics.
Economic Awareness: knowledge of the economic system, the monetary system and how these relate to work.
Decision Making: the skill of choosing among alternatives.
Beginning Competency: basic skills for working with data, people or things.
Employability Skills: entry level skills within a specific field for work and skills for obtaining and retaining jobs.
Attitudes and Appreciations: impressions of, and feelings toward, work and one's personal involvement in the world of work.

Many educational programs for hearing impaired students had generated lists of objectives based on the CCEM; some divided both by the elements and by developmental stages. However, when handbooks of actual infused activities for specific levels began to be produced, a few elements inspired a great many more infused activities at certain levels than other elements did. For instance, activities involving self-awareness and decision-making elements were moderately popular at the elementary level, but less so at the high school level. Some areas of career awareness, (i.e., job titles and the products and services produced), educational awareness (i.e., which job requirements and skills correspond to which subject areas), economic awareness (i.e., work and money, consumer mathematics) and many beginning competency and employability skills appeared in secondary materials with great frequency, probably because of the ease with which they dovetailed with existing traditional academic and vocational curricula and teaching methods.

Although the emphasis of NPCE was on helping educators develop their own infused curricula through inservice workshops (Egelston-Dodd,

1980) and publications (Black, 1981), members of the NPCE team were aware that some of the major objectives of career education might be addressed well through separate programming, particularly for hearing-impaired high school students. Below is Clark's list of the potentials of separate progamming.

In support, separate programming:

1. Assures that concentrated attention will be given at some time during the year to the goals and objectives for career education for a given level.
2. Communicates to pupils the importance of career development.
3. Makes more of an impact and leads to more effective and efficient learning by being the focus of learning.
4. Offers an opportunity to tie together the various career development concepts and skills that pupils may have been exposed to over a period of time at home, in school, or the community.
5. Serves as a motivating technique for upcoming basic subject matter content and experiences.
6. Increases the undertaking of special activities and the extensive use of community resources.

The argument against it states that separate programming:

1. Adds to an already crowded, highly competitive curricular marketplace.
2. As a separate course leads to specialization requiring that it be taught by someone with training in the area. Subject matter programming eventually leads to certification regulations.
3. As a curriculum or subject matter course, is difficult to implement without a well developed, systematic, sequential curriculum guide or published curriculum series. Neither of these exist currently.

4. Requires some standardized achievement assessment instruments to assess the functioning level of students and provide data for effectiveness and instruction. These do not presently exist.

5. Tends toward artificiality; that is, there are certain content areas relating to actual job or daily living skills that logically belong in basic subject matter instruction. Certain aspects of consumer education, for example, should be be taught in math and social studies; certain aspects of human sexuality and body care should be taught in science or health; and, obviously, such critical job and daily living skills as reading, writing, spelling, and arithmetic should be taught separately at the elementary level.

6. Could become a type of tokenism that is intended to satisfy the advocates of career education, but effectively keep the academic areas "pure," by avoiding infusion (Clark, 1979b, p. 19, underlining mine).

Elsewhere (1979a, p. 162), Clark notes that separate programming provides an opportunity to utilize the expertise of school counselors.

The arguments for separate programming's ability to focus attention on career education concepts and provide for their coordination are compelling. It was therefore decided that separate, add-on programming in career education for hearing-impaired students would have to be developed.

Educators attending the two national career development conferences in 1978 complained that appropriate curricula and materials were not available, and found that "adaptation of materials designed for hearing students has...proved problematic," because many of the strategies and readings were inappropriate, and because of the excessive time involved in adapting them (Updegraff, et al., 1979, p. 74). These educators

also "felt that it was wasteful of a teacher's time to develop materials and strategies when outside developers may have more expertise" (p. 75).

In developing programming to fill these needs, potential pitfalls of separate programming (competing for time with traditional subject areas, covering objectives best dealt with in an infused manner, and supplanting the infused curriculum) should be avoided. Clark (1979b, pp. 19-20) advocated using separate programming in a "combined approach," with the "add-on" program to fill gaps in the infused curriculum, and, especially, to provide an effective focus on career education concepts at appropriate points in the students' development.

The CCEM model suggests a focus on career education curricula for high school students between the tenth and eleventh grades before students enter their preparation stage of career development (see Fig. 1). Students in the middle of high school are often asked to make decisions about course selection and work experience which will affect the pattern of their future opportunities for careers and for higher education. They need to begin preparing for momentous career decisions at graduation and thereafter. Clearly, the greater the students' understanding of, preparation for, and involvement in the process of making career-related decisions, the better. A heavy emphasis on awareness (self awareness, career awareness, educational awareness and economic awareness) could provide students with the attitude and skill base they need to bring to the decision-making process.

There is, therefore, at the mid-high school stage in the student's career development, a need for a separate programming; a need for a

concentrated summarizing experience to draw together the career-related strands which have been previously infused in the total curriculum, and to draw attention to the kinds of decisions the student faces. While this type of concentrated effort pulls together much of the information that students have previously learned about themselves and the subject of careers, it can also make evident whatever additional knowledge or skills they may need for making career decisions.

The curriculum for such a synthesizing experience would benefit from being short-term and intensive for several reasons. An exclusive focus on one subject emphasizes its importance and leads to more efficient learning, while assuring that all the different strands related to that subject are connected; these advantages of separate programming, mentioned by Clark (1979b), are magnified in an intensive program. Powell researched intensive programs and found the students "felt more interested and involved in their courses in part because the concentrated time span characteristic of intensive education, and the exclusive focus on one or two subjects permitted them to pursue tangents, relate their own personal reactions, ... and get into longer and more significant discussions" (1976, p. 14).

An intensive program could be scheduled without taking time out of the school calendar, and could also utilize the expertise of school counselors without interfering with their regular schedules. Thus, it would not supplant the infused curriculum, but add to and support it.

A program scheduled to be implemented during a vacation period could draw students from adjacent schools, helping smaller schools by providing staffing, facilities, and programming. Parent participation would also be made more feasible with coordination around vacation travel; parents arriving at residential schools to pick up their deaf child before a school break could be scheduled for active participation. Finally, for an intensive program scheduled once a year, a school could borrow any required media, and not have the expense of purchase.

Before deciding whether to develop such a curriculum, it was necessary to find out whether the need truly existed; to see if available curricula could provide the focusing experiences needed to allow high school students to articulate their career awarenesses and add to their decision-making skills. In particular, it was necessary to investigate whether there were materials available, documented well enough to be easily reproduced, and appropriate for use with hearing-impaired high school students.

In the course of the NPCE project, many career education materials were collected. Catalyst: Handbook of Existing Career Education Programs and Facilitators, (Cobb et al., 1981) was the result of a specific school survey of information about materials and curricula. In the spring of 1983, a second survey served to update the information in Catalyst (Appendix B). Our results agree with those of Beach (1983), in finding no uniformly accepted curricula or materials for career education for hearing-impaired students, although a few materials are widely used.

Not surprisingly, most of the curricula and curriculum development plans collected from programs serving hearing-impaired students were based on the infusion approach. The commercially available materials most often cited by our respondents have been narrow in scope, covering isolated topics. The most popular classroom materials consist of descriptions of a variety of jobs and their characteristics; books and worksheets on job search, application and interview skills; and consumer mathematics books. One popular commercially available book, Entering the World of Work (Kimball and Vineyard, 1978), attempts to combine an appropriately controlled reading level with a more comprehensive, integrated career education scope, and has the advantage of having an accompanying workbook. However, the workbook suffers from relying heavily on reading and paper/pencil work, and the text concentrates on proper behavior in work situations rather than on encouraging development of career decision-making skills. (Appendix C is an annotated bibliography of materials we reviewed, to help teachers and coordinators find and select materials for use in career education.)

There do exist some well-integrated career education courses for hearing-impaired students; however, few have been well-documented, and none appear to be ready for dissemination. An exception is the Model Secondary School for the Deaf (MSSD) Career Development Program. This excellent program consists of work experience, preceded by career awareness, career exploration and job seeking skills courses, and followed by a career planning course. Teacher's guides and student workbooks for the career education courses are available from the Gallaudet Pre-College Outreach Division (Products and Services Catalog, 1983-1984).

Although the activities in this program are exemplary, they were designed for use in a long-term, coordinated effort throughout a three-year high school program, and are not all appropriate for an intensive and summative focus on career concepts. However, the MSSD program offers materials and ideas for selective use in designing a concentrated career education package. Additionally, both NTID and Gallaudet offer career education courses, geared for their college students, which are good resources for ideas and media.

The review of available materials made clear the need to develop a program, and available resources were identified. It seemed advantageous to utilize the experience and expertise of MSSD, NTID and Gallaudet staff members and other professionals in the field, who were already familiar with NPCE, to develop an intensive, coordinated career education curriculum package (Egelston-Dodd and DeCaro, 1982). The resulting program is entitled "Catch Tomorrow: Career-Awareness Summer Program" (CASP). (The development team and the advisory board of Catch Tomorrow: CASP are listed in Appendix A.)

Catch Tomorrow: Career-Awareness Summer Program was conceived and designed as an intensive course running for four or five days consecutively. Although drawing from objectives based on the CCEM (cf. Figure 1), from the National Project on Career Education (Egelston-Dodd, 1980), Catch Tomorrow: CASP does not direct itself to development of areas better dealt with in regular subject areas or in long-term instruction, such as developing familiarity with a large variety of job titles, developing basic competencies or job-finding skills, or learning consumer mathematics. Instead, its design for high school sophomores concentrates

on coordinating the career elements of Self Awareness, Career Awareness, Educational Awareness and Economic Awareness around a theme of effective use of all these awarenesses in Decision Making. The concentration on heightened awareness and use of decision-making skills (as well as concentrations within strands, such as an emphasis on connections between career and lifestyle in Economic Awareness), and the development of a section devoted to Computer Literacy, are deliberate responses to special needs perceived by the developers in hearing-impaired adolescents' career development. In addition, parts of the curriculum were designed to counterbalance the limiting effects of self-stereotyping on deaf adolescents' vocational interests and attitudes (Farrugia, 1982).

A strand, consisting of several 45-minute modules, is devoted to each career education element. These strands are carefully interwoven, with each element recurring in modules scheduled through the program. Students are encouraged to gain awareness of the relationships between career education elements. Materials utilize the same job titles or examples in more than one strand and refer to concepts learned in earlier modules. Bridging comments illustrate a connection between the module being completed and the next activity. The optional strand for Computer Literacy provides strategies which can be adapted to the computer equipment available at the program location.

The program is designed to be physically active and engaging, with a variety of media and many opportunities for student participation. This is important not only in terms of motivating students to learn, but also for keeping students alert during a fairly rigorous schedule.

The program is intended to be held in conjunction with the NPCE Parent Career Education Workshop. The parents complete the first half of their workshop on the first day of Catch Tomorrow: CASP and then return to complete their workshop and rejoin their hearing-impaired children for a cooperative planning and goal-setting session. The aim is not to arrive at any conclusive decision about what the student will do after leaving high school. Rather, the aim is to give students and their parents a clearer idea of the options available, and of effective ways of utilizing the awareness, knowledge and skills they have built up over the years in making the decisions that will face them in the near future and throughout their career development.

To ensure effective utilization of the package, schools will be required to hire a Catch Tomorrow: CASP consultant the first time they implement the program. However, once they have presented the program themselves, the instructors will qualify as consultants for future programs at other schools. To keep the cost of the package minimal, the non-consummable media (slides, videotapes, game boards and cards) will be loaned to each school when they present the program.

Catch Tomorrow: Career Awareness Summer Program was successfully field-tested in 1983 at the Model Secondary School for the Deaf on the Gallaudet College Campus in Washington, D.C., (MSSD) and at the California School for the Deaf at Riverside (under the sponsorship of the House Ear Institute in Los Angeles, California).

Evaluations from the field tests have indicated how successful Catch Tomorrow: CASP has been (Young, 1984). Parents' replies to a

follow-up questionnaire were enthusiastic. Parents noted many changes in the students' awareness levels and behavior:

"She is full of questions about my career..."

"It made her more aware of diverse opportunities."

"We learned a lot about him when he spoke to others about what he has learned from Catch Tomorrow...He knows himself better."

"He has shown a marked increase of interest in my work."

"She seems to be more interested in what things cost."

"She is learning to take responsibility for her own decision making."

"She advised me she made an appointment with her counselor to plan her final two years of school."

"She has a greater ability to be more objective about abilities."

"She told me 'I'm lucky I'm smart, but I need to study hard.'"

"He wants college, and better understands why we have been so enthusiastic about it."

Parents said that Catch Tomorrow: CASP gave their teenagers the opportunity to "see the deaf adult world and believe it can be possible for deaf people to succeed in a mainly hearing culture."

One parent noted that her son was full of observations on the stereotyped career situations of deaf adult friends who had not taken advantage of educational opportunities. Her son was no longer limiting himself to one possible career, and had stopped complaining about staying an extra year in high school. "We want to thank you for all the help," she wrote. "We do hope you will continue having Catch Tomorrow every summer for the benefit of our deaf youngsters."

Catch Tomorrow: Career Awareness Summer Program is available from Pre-College Outreach, Gallaudet College, Kendall Green, Washington, DC 20002.

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Appendix A

Development Team and Advisory Board

CATCH TOMORROW: CASP DEVELOPMENT TEAM

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Gallaudet College

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Gallaudet College

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Vice President of Academic Affairs
Gallaudet College

Appendix B

Career Education Programs
Materials and Contacts

Appendix B: Introduction

This appendix summarizes the information gathered in a survey sent out in the spring of 1983. The survey represents an attempt to find out if any new materials have been adopted by the schools since the Catalyst was published by NPCE in 1981. Some of the information from schools that did not reply to our survey, but appeared in the 1981 Catalyst, has been included because of its relevance.

I want to thank all the people who responded so generously to my letters and phone calls. I especially want to thank the California School for the Deaf at Fremont for allowing me to publish their helpful annotations of their resources.

Many of the materials mentioned will be found annotated in Appendix C under their titles, or annotated in previous NPCE bibliographies. I was unable to obtain some items, or felt were peripheral to the focus of Catch Tomorrow: Career Awareness Summer Program, and therefore chose not to annotate them. If you have any further questions concerning materials mentioned in this index, you should contact the publisher, or the career education contact person at the school which is using the material.

Program: **Atlanta Area School for the Deaf**

Address: 890 North Indian Creek Drive, Clarkston, GA 30021

Telephone or TTY: 404/296-7101 (Voice and TTY)

Career Education Contact: Grady Doster

Curricula and resource materials:

- o Curriculum guides or syllabi which document their CE program include: Career Education Resource Guide, Curriculum Bank Guide at Gallaudet College.
- o Commercially available materials used for CE activities include: Level E: Career Kits for Kids, EBE Corp.; Level H: Job Planner, Janus Book Publishers; The Work Series, Hopewell Books, Inc.; Career Exploration Series, Acoustifone Corp.
- o Other resources used in CE activities include: Elementary Career Day; High School Career Day; 8th: on-campus work experience; 9th: (PECE) Program of Education & Career Exploration - statewide program/students work one day at different jobs in community. Minimum of 6 jobs required in quarter; 10th: Pre-Voc. Assessment Center; 11th & 12th: Career Planning; 11th/12th: Work-study program. Speaker Resource file for school-wide use.

*P = Preschool, E = Elementary, J = Junior High, H = High School

Program: **The Boston School for the Deaf**

Address: 800 North Main Street
Randolph, MA 02368

Telephone or TTY: 617/963-8150 (Voice)
617/963-4837 (TTY)

Career Education Contact: David H. Farwell

Curricula and resource materials:

- o Curriculum guides or syllabi which document their CE program include:

The career ed. (prevocational and vocational) programs do not follow any commercial guides or syllabi. They do, however, have their own specific outlines and goals. On the junior high level, they are at the stage of developing a sense of responsibility and a proper work attitude in all students. This includes pre-vocational and academically oriented students. On the high school level, they develop entry level skills. It should be noted that the six pre-vocational areas they offer students in junior high on an exploratory basis are offered on the high school level on a major basis.

o Commercially available materials used for CE activities include:

Level J	All in a Day's Work Globe Book
Level J, H	The Job Box
Level H	Entering the World of Work McKnight
	How to Get the Job You Really Want National Association of the Deaf

o Other resources used in CE activities include:

People from all professions who have graduated from the Boston School, who are asked annually to come back and talk with the students about their jobs - how they got them, what kind of training was needed, any pertinent experiences they have had. Students go on numerous field trips throughout the year to locations that coincide with the pre-vocational or vocational class they are enrolled in. They are currently in the process of developing a work-study program for high school students.

*P = Preschool, E = Elementary, J = Junior High, H = High School

Program: CESA #4 HIP

Address: Box 728
Cumberland, WI

Telephone or TTY: 715/822-4711

Career Education Contacts: Marie Sanborn, John F. Murray

Curricula and resource materials:

o Curriculum guides or syllabi which document their CE program include:

Contact Experience Education and ask about "Project Discovery" materials: 1-800-831-5886

o Commercially available materials used for CE activities include:

Level J, H	Project Discovery Experience Education, Red Oak Iowa price varies with each career package

*P = Preschool, E = Elementary, J = Junior High, H = High School

Program: Broward County Schools, Florida Hearing-Impaired Program

Address: 1005 East Broward Boulevard
Fort Lauderdale, FL

Telephone or TTY: 305/766-6661, 6658 (Voice)

Career Education Contact: Nancy Lieberman, Curriculum Supervisor

Curricula and resource materials:

- o Curriculum guides or syllabi which document their CE program include:

  Career Education Activities Guide (by Gott, W., et al.; published by the School Board of Broward County, FL)

- o Commercially available materials used for CE activities include:

Level J	Project Discovery, Experience Education
Level E	DUSO, American Guidance
Level E	Yellow Brick Road, CE Center
Level H	Employability Skills, FSU & University of Florida
Level E, J, H	Follow the Yellow Brick Road, Office of Career Education

- o Teacher-made materials used for CE activities include:

Level E	Affective Elements of CE in the Elementary School, Broward County Schools
Level J	Career Guidance Activities for Grades 6 - 8, Broward County Schools
Level E, J	Decision Making - CE Project, Broward County Schools
Level P, E, J, H	Career Education Activities Guide, Broward County Schools

- o Other resources used in CE activities include:

  vocational evaluation center, CE resource center, field trips, work/study program

*P = Preschool, E = Elementary, J = Junior High, H = High School

Program: California School for the Deaf at Fremont

Address: 39350 Gallaudet
Fremont, CA 94538

Telephone or TTY: 415/794-3733 or 3732

Career Education Contact: Carolyn Hyatt

Curricula and resource materials:

o Commercially available materials used for CE activities include:

JOB EXPERIENCE KIT: box of 16 job sample activities. Science Research Associates, Inc., 259 East Erie Street, Chicago, IL 60611 (1970), (A subsidiary of IBM).

JANUS JOB INTERVIEW KIT: box of 30 job interviews with questions printed on the backs of mounted photos showing each job. Janus Book Publishers, 2501 Industrial Parkway West, Hayward, CA 94545 (1976).

PEOPLE WORKING TODAY: ten booklets written at a first or second-grade reading level, telling stories of teenagers who get various entry-level jobs. Janus Book Publishers, (1976).

JANUS JOB INTERVIEW GUIDE: a booklet of sample interviews for 15 entry-level jobs that teenagers may expect to get. Includes suggestions on preparing for an interview. Janus Book Publishers (1977).

JOB APPLICATION LANGUAGE: a booklet containing a survival vocabulary of words most commonly encountered on an application form. Janus Book Publishers, (1978).

GET HIRED: a booklet explaining 13 ways to get a job. Janus Book Publishers, (1979).

DON'T GET FIRED: a booklet showing 13 ways to keep a job. Janus Book Publishers, (1978).

MY JOB APPLICATION FILE: a booklet of tips and sample job applications. Janus Book Publishers, (1980).

TIME CARDS AND PAYCHECKS: a booklet explaining about using time cards and paychecks, with sample exercises. Janus Book Publishers, (1981).

JANUS JOB PLANNER: a career planning booklet that discusses interests, experience, working conditions, values, pay and expenses, choosing possible jobs, attitudes, goals and plans. Janus Book Publishers, (1976).

CAREER INSIGHTS AND SELF-AWARENESS GAMES: box of games and activities to discuss interests, goals, abilities, and data-people-things. Houghton-Mifflin Company, Boston, Mass., (1973).

JOB-O: set of three booklets designed to aid teenagers in making career decisions. It inventories what the student likes and wants, then matches the choices with about 120 occupational titles, showing the student which jobs his/her choices most closely match. Career Materials, P.O. Box 4, Belmont, CA 94002, (1974).

REAL PEOPLE AT WORK: a set of about 22 booklets, each explaining in detail a typical working day for a different job, using people who actually have those jobs. Educational Research Council of America, Cleveland, Ohio, (1974).

THE STEP METHOD OF CAREER EDUCATION: a workbook for students on logical thinking, decision-making, and career problem-solving skills. The Learning Process Center, 5252 Balboa Avenue, San Diego, CA 92117, (1976).

IMPLEMENTING CAREER EDUCATION: a booklet detailing how to set up career education in California schools from 1978 to 1983. California State Department of Education, P.O. Box 271, Sacramento, CA 95802, (1979).

WORKING WITH OTHERS: a booklet about finding a job, interviewing for it, and getting along on the job. The Board of Regents, University of Wisconsin, (1973).

THE CAREER PLANNING WORK SHOP: a booklet containing 15 occupational clusters, information about completing job applications and writing resumes. The EDN Corporation, Jenkintown, PA 19046, (1976).

IF IT'S TO BE, IT'S UP TO ME: a booklet exploring goals, attitudes, motivation, and other personal growth factors. Educational Media Press, Inc., P.O. Box 1852, Costa Mesa, CA 92626, (1978).

CAREER AWARENESS: a booklet covering self-awareness, economic awareness, educational awareness, and career-awareness. It is designed to help children understand the relevancy of education. Creative Teaching Press, Inc., Morterey Park, CA 91754, (1976).

CAREER CAPERS: a booklet of activities and puzzles for infusing career education in various subject areas. Teachers, P.O. Box 398, Manhattan Beach, CA 90266, (1977).

THE ME I KNOW: a booklet of blank pages with different headings, such as, "Things I Like to Do," "Some Goals I'm Trying to Reach," and "This is the Way I Feel About Having Responsibility," etc. It focuses on responding to others. Science Research Associates, Inc., (A subsidiary of IBM), Chicago, IL (1971).

BEING ME: a booklet like The Me I Know, focusing on involvement. Science Research Associates, Inc., Chicago, IL (1972).

I'VE GOT ME AND I'M GLAD: an activity booklet designed to promote greater self-awareness and relate those insights to possible careers. Incentive Publications, Nashville, Tenn. (1977).

I AM SPECIAL: a booklet of ditto masters to help primary children explore their feelings, interests, goals, etc. The Learning Works, P.O. Box 6187, Santa Barbara, CA 93111, (1978).

THE MONTH-TO-MONTH ME: a booklet designed to help students understand themselves better, including hobbies and interests, family, friends, school, and feelings, etc. The Learning Works, P.O. Box 6187, Santa Barbara, CA 93111, (1976).

ALL ABOUT ME: a booklet of ditto masters for primary children to use in understanding themselves better, including self-descriptions, basic information (address, phone, age, etc.), favorite things, ways to travel, etc. Educational Insights, Carson, CA 90746, (1978).

SELF-UNDERSTANDING: a booklet of activities about abilities, values, goals, emotions, physical characteristics, etc. to help students gain awareness about themselves and careers. The Model Secondary School for the Deaf, Gallaudet College, Washington, D.C. 20002, (1978).

CAREER AWARENESS: a series of manuals designed to help students learn more about various jobs. They include activities and resources. The Texas School for the Deaf, Austin, TX (1972).

ALIKE AND DIFFERENT: CAREERS FOR ALL: a book covering interests, feelings, friends, jobs, families, and money. Junior High level. It is written by Muriel Stanek and Joseph L. Gehrman. Benefic Press, Westchester, IL (1974).

I HAVE FEELINGS: small box of cards, each with a different activity or situation for discussion of feelings and decisions. Promotes self awareness for elementary children. Wise Owl Publications, Los Angeles, CA 90028, (1975).

IN SEARCH OF ONE'S SELF: small box of activity cards presenting various situations for Junior High or High School students to respond to. Designed to increase self-understanding. Wise Owl Publications, Los Angeles, CA 90028, (1975).

ME: small box of activity cards for elementary students with writing exercises involving feelings, attitudes, abilities, etc. Wise Owl Publications, Los Angeles, CA 90028, (1976).

CAREER CARD FILE: a box containing career exploration activities for auto mechanic, carpenter, food services, hair styling, law enforcement, plumber, postal service, telephone worker, and truck driver. Developmental Learning Materials, 7440 Natchez Avenue, Niles, IL 60648, (1976).

PEOPLE AT WORK: fifty 8" by 11" cards with pictures of workers on one side and information about the jobs on the back (skills and interests, training, working conditions, and where to write for more information). The Model Secondary School for the Deaf, Gallaudet College, Kendall Green, Washington, D.C. 20002, (1981).

CAREER PICTURES: large (12" by 16") black and white pictures of people working in several sample occupations in 16 career clusters (e.g., Manufacturing, Construction, Health, Consumer and Homemaking, Hospitality and Recreation, etc.). Includes descriptions of jobs and suggested activities for three levels. Xerox Education Publications, 245 Long Hill Road, Middletown, Conn. 06457, (1974).

YOUR CAREER IN THE WORLD OF WORK: a book by Milton K. Berlye, covering subjects ranging from self-awareness, to reasons for working, handling job interviews, keeping a job, insurance, buying a home, and values. Bobbs-Merrill Educational Publishing, Indianapolis, Indiana, (1981).

Other materials are also available.

- Other resources used in CE activities include: A yearly Career Day, deaf adults who work in the community talk with students about their jobs and the training required for their occupations.

Also, Slice of Life Program; Contact Teen Makowski, Director
Slice of Life Program
Fremont Union High School District
P.O. Box F
Sunnyvale, CA 94087
(408/735-6125)

*P = Preschool, E = Elementary, J = Junior High, H = High School

Program: **California School for the Deaf - Riverside** (from 1981 Catalyst)

Address: 3044 Horace Street
Riverside, CA

Telephone or TTY: 714/683-8140 (TTY and Voice)

Career Education Contact: Dan Leinbach

Curricula and resource materials:

- o Other resources used in CE activities include: CE resource center, work sites, field trips, work/study program.

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*P = Preschool, E = Elementary, J = Junior High, H = High School

Program: **Charlotte-Mecklenburg Schools**

Address: P.O. Box 30035, Charlotte, NC 28230

Telephone or TTY: 704/379-7123

Career Education Contact: Kathy Cole Brock

Curricula and resource materials:

- o Curriculum guides or syllabi which document their CE program include: A Curriculum Guide for Atypical Deaf Adolescents by the Lexington School for the Deaf, Jackson Heights, NY.
- o Other resources used in CE activities include: Currently in process of development for 1984-5 school year.

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*P = Preschool, E = Elementary, J = Junior High, H = High School

Program: **Dallas Regional Day School for the Deaf**

Address: Alex W. Spence Middle School
4001 Capitol
Dallas, TX 75204

Telephone or TTY: 214/821-4080

Career Education Contact: Arlene Stein

Curricula and resource materials:

- o Commercially available materials used for CE activities include:

  All Janus, Frank E. Richards materials - utilized at all levels

- o Teacher-made materials used for CE activities include:

Levels E, J, H	Survival Skills Books:
Level E	Aerosol Cans
Levels J, H	Applications
Levels J, H	Banking
Levels J, H	Bus Stop
Level E	Calendars
Level E	Candy and Snack Machine
Level H	Car Wash
Level E	Clothing
Level H	Coffee Machine
Level H	Coin Operated Dry Cleaning
Level H	Consumer Education
Level H	Dollar Bill Changer
Level H	Express Lane
Level P	Family
Level E	Flammable
Level H	Food Terms
Level P	Bubble Gum Machine
Level P	Housekeeping
Level P	Hygiene
Level E	Jonquil Junction
Levels J, H	Math Skills
Levels J, H	Measuring Liquids
Levels J, H	Measuring with a Ruler
Levels J, H	Measuring Weight
Level E	Money
Level J	Newspaper Machine
Level E	No Trespassing
Level E	Office
Levels P, E	Poison
Levels J, H	Reading Labels

Level H	Reading Menus
Level H	Reading Recipes
Levels P, E	Restroom
Levels P, E	Safety
Levels E, J, H	Self Awareness
Level E	Signs in the Department Store
Level E	Soft Drink Machine
Levels J, H	Time Clocks
Level E	Time and Clocks
Level E	Trip to the Department Store
Level E	Trip to the Grocery Store
Levels J, H	Want Ads
Level H	Washer/Dryer
Level E	Watch Your Step
Level E	Wet Paint
Level P	Work and Play
Levels J, H	Understanding Medicine
Levels J, H	Understanding Beginning Measurement
Level H	Personal/Social
Levels J, H	Reading I
Levels J, H	Reading II
Level H	Reading III
Level H	Basic Life Skills

Career Education for the Special Student - 17 work area texts: Advertising, Banking, Business, Construction, Consumer Services, Environmental Sciences, Fashion, Food Services, Health Science, Horticulture, Humanities, Manufacturing, Math Science, Photography, Printing, Repair, and Transportation. Each illustrated text comes at three reading levels: 1st Grade, 2nd Grade, and 3rd-4th Grade.

o Other resources used in CE activities include:

(a) Coordination with local rehabilitation agencies
(b) Work-study program - established guidelines
(c) Career day (plans and documentation available)
(d) Work activity center/sheltered workshop - coordinated according to Department of Labor guidelines

*P = Preschool, E = Elementary, J = Junior High, H = High School

Program: **Florida School for the Deaf and the Blind**

Address: 207 North San Marco Avenue
St. Augustine, FL 32084

Telephone or TTY: 904/824-1654, Ext. 251

Career Education Contacts: Christine Ehrenberg

Curricula and resource materials:

o Commercially available materials used for CE activities include:

Levels J, H	Entering the World of Work McKnight Publishing, Bloomington, IL Student Text, Activities Manual, Instructor Guide
Levels J, H	Florida View Microfiche The Secret Newspaper Florida Center for Career Development Div. of Voc. Education Tallahassee, FL 32301 800-342-9271
Levels J, H	The STEP Method of Learning & Practicing Thinking Skills The Psychological Corp. 757 3rd Avenue New York, NY 10017 Teachers Guide, Student Workbook, 21 Dup. Masters
Levels J, H	Self-Understanding Model Secondary School Teachers Guide, Student Workbook

New materials include:

Levels J, H	Choosing the Right Career McKnight Publishers, 4.5 Reading Level Student Text, Instructor's Guide
Levels J, H	Career Awareness Career Education Survival Skills Consumer Economics Practical Living Skills (Reading Levels average 2.5) Janus Book Publishers 2501 Industrial Parkway West Hayward, CA 94545

o Teacher-made materials used for CE activities include:

Levels J, H — Career Ed. Activity Guide

o Other resources used in CE activities include: Each department has five Career Mornings a year, bringing in speakers to talk about careers of interest to each age level.

A non-paid work/study program both on and off campus for high school students.

Career Planning Workshop for Seniors and their parents. This is a weekend workshop held in the fall to inform them of the services, training programs, and jobs available to the deaf in Florida after graduation.

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*P = Preschool, E = Elementary, J = Junior High, H = High School

Program: **Governor Baxter School for the Deaf**

Address: P.O. Box 799
Portland, ME 04104

Telephone or TTY: 207/781-3165 (Voice & TTY)

Career Education Contact: Robert Wolfenden, Vocational Department and Cathy Abernathy, School Psychologist

Curricula and resource materials:

o Curriculum guides or syllabi which document their CE program include:

One in process of development

o Commercially available materials used for CE activities include:

H: Living Skills, Vol. I & II, Austine School for the Deaf
Scott Foresman Kit
Dormac Kit

o Teacher-made materials used for CE activities include:

H: Alumni Survey (asking alumni about their jobs), order from Cathy Abernathy, GBSD, 1 copy free

Workbooks - World of Work

o Other resources used in CE activities include:

- Career Interest test - Wide Range Interest-Opinion Test (WRIOT)
- Boy Scout Explorer program brings local business and professional people to talk about their jobs
- field trips to local businesses and colleges
- work-study program - on/off campus
- college catalogs from all schools listed in Gallaudet resource book of colleges

*P = Preschool, E = Elementary, J = Junior High, H = High School

Program: **Idaho State School for the Deaf and Blind** (from 1981 Catalyst)

Address: 202 14th Avenue, E.
Gooding, ID 83330

Telephone or TTY: 208/934-4457 (TTY and Voice)

Career Education Contact: Steve Fink

Curricula and resource materials:

o Curriculum guides or syllabi which document their CE program include: Title IV, YETP Project Grant.

o Commercially available materials used for CE activities include: Levels J, H: Project Discovery, Experience Education.

o Other resources used in CE activities include: vocational evaluation center, CE resource center, work sites, field trips, work/study program.

*P = Preschool, E = Elementary, J = Junior High, H = High School

Program: **Indiana School for the Deaf** (from 1981 Catalyst)

Address: 1200 East 42nd Street
Indianapolis, IN 46205

Telephone or TTY: 317/924-4374 (TTY and Voice)

Career Education Contact: Stephen Rifner, Career Education Coordinator

Curricula and resource materials:

- o Other resources used in CE activities include: vocational evaluation center, CE resource center, work sites (VALPAR), field trips, work/study program.

*P = Preschool, E = Elementary, J = Junior High, H = High School

Program: **John Hersey High School**
Address: 1900 East Thomas
Arlington Heights, IL 60004

Telephone or TTY: 312/259-8500, Ext. 47 (TTY and Voice)

Career Education Contact: Louise Wilson, Program Supervisor

Curricula and resource materials:

- o Curriculum guides or syllabi which document their CE program include:

  Course outlines:
  Career/Vocations - intro. course
  Career Sampling - community based shadowing
  No charge - write to program.

- o Other resources used in CE activities include: vocational evaluation center, hands-on evaluation and training equipment, field trips, work/study program, exploratory on-the-job programs, 1-2 year vocational training option.

*P = Preschool, E = Elementary, J = Junior High, H = High School

Program: **Longview Regional Day School for the Deaf** (from 1981 Catalyst)

Address: 500 North Third
Longview, TX

Telephone or TTY: 758-1728 (Voice)

Career Education Contact: Laura Lott

Curricula and resource materials:

- o Commercially available materials used for CE activities include:

Levels P, E, J, H:	Scope and Sequence, Statewide Project for the Deaf
Levels P, E, J, H:	Dallas-RDSD-Career Education Units, Dallas RDSD
Levels P, E, J, H:	Teacher-designed units infusing career education concepts and study skills.
Levels J, H:	Minnesota Spatial Relations Test, American Guidance Service, Inc.
Levels J, H:	Minnesota Rate of Manip. Test, American Guidance Service, Inc.
Levels J, H:	Pennsylvania Bi-Manual Worksample, American Guidance Service, Inc.
Levels J, H:	Practical Dexterity Board
Levels J, H:	Becker-Reading Free Interest Inventory, American Association Mental Deficiency, Inc.

- o Other resources used in CE activities include: Work Activity Center that includes perceptual development, hand coordination, and finger dexterity work stations; field trips; work/study program.

*P = Preschool, E = Elementary, J = Junior High, H = High School

Program: **Maryland School for the Deaf**

Address: 101 Clarke Place
Frederick, MD 21701

Telephone or TTY: 301/662-4159 x 75 (TTY)

Career Education Contact: Robert Padden

Curricula and resource materials:

- o Curriculum guides or syllabi which document their CE program include: Please refer questions on curriculum guides or syllabi and comments to:

  Ms. Suzanne Abel, Director of Curriculum
  Maryland School for the Deaf
  101 Clarke Place
  Frederick, MD 21701

- o Commercially available materials used for CE activities include:

Level P	My Neighbor (Career Awareness Kit and Manual), Careers, Inc.
Levels P, E, J	Career Guides (Exploration Kit and Manual), Careers, Inc.
Levels E, J	Career Exploration Kit, Career Aids, Inc.
Levels E, J	Job Seeker Tips Posters, Career Aids, Inc.
Levels J, H	The Job Hunting Game, Career Aids, Inc.
Levels J, H	Learning Work-Related Skills, Career Aids, Inc.
Levels J, H	Job Application Book Series, Career Aids, Inc.
Levels J, H	Attitudes on the Job: Life Skills Series, Career Aids, Inc.
Levels P, E, J	A First Look at Careers, The Children's Book Co.
Levels J, H	Looking Forward to a Career (Complete Series), Dillon Press, Inc.
Levels E, J	People Working Today, Janus Book

	Publishers
Levels E, J	Get Hired!, Janus Book Publishers
Levels E, J	Don't Get Fired!, Janus Book Publishers
Levels J, H	Occupational Outlook Quarterly, U.S. Government Printing Office
Levels J, H	Time Cards and Paychecks, Janus Book Publishers
Levels P, E	Popeye Career Awareness Series

Other materials are available in the school's career resource center for borrowing, including postsecondary catalogs.

New materials include:

School Subject Charts Career/Vocational Education Report (subscription)	Career Aids, Inc. 8950 Lurline Avenue, Dept. 6 Chatsworth, CA 91311
Real People at Work, Kindergarten Real People at Work, Grade 1	EMC Publishing 300 York Avenue St. Paul, MN 55101
Job Tips	Pitman Learning, Inc. 6 Davis Drive Belmont, CA 94002
Computer Careers: Putting the World at Your Fingertips	Communication Department Computer and Business Equipment Manufacturers Association 311 First Street, N.W. Suite 500 Washington, DC 20001

o Teacher-made materials used for CE activities include:

Levels E, J	Payroll Deductions, Employability Department
Levels E, J	Interviewing Skills, H.S. Department

o Other resources used in CE activities include:

Post-Secondary Meetings (1983-84 year)

1) Catonsville Community College
2) California State University, Northridge
3) St. Paul Technical Vocational Institute
4) National Technical Institute for the Deaf

Employability Program Meetings (Workshops) (1983-84 year)

1) "Interviewing Procedures"
2) "Community Services"
3) "Fringe Benefits"
4) "Deaf Workers"
5) "Vocational Rehabilitation Services"

IBM Seminar (for accelerated students)

Career Fair (in Spring, 1984)

Field trip - to Frederick Employment Security Administration Offices (January, 1984)

A career resource center which includes career education materials for borrowing, and a wide selection of catalogs and information on post-secondary programs.

An excellent Maryland Career Information System in their Career Resource Center:

Inform with details about:

Occupations in Maryland,
Employment Outlook,
Wages,
Necessary Educational Preparation,
Licensing Requirements, and
Educational Opportunities available to Maryland residents.

Contact:

Inform,
Twelve East 25th Street
Baltimore, MD 21218

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*P = Preschool, E = Elementary, J = Junior High, H = High School

Program: **Maryland School for the Deaf - Columbia**

Address: Columbia Campus
P.O. Box 894
Columbia, MD 21044

Telephone or TTY: 301/465-9611 (TTY and Voice)

Career Education Contact: Dr. Richard C. Steffan, Jr.

Curricula and resource materials:

- o Commercially available materials used for CE activities include: Resources in the library. Materials borrowed from the Maryland School for the Deaf at Frederick.

- o Other resources used in CE activities include: Parents participate in classroom discussion on careers. Parents share their experiences as workers. Visits to factories, bakeries, employment offices, etc.

*P = Preschool, E = Elementary, J = Junior High, H = High School

Program: **Memphis City Schools Hearing Impaired Program** (from 1981 Catalyst)

Address: 2597 Avery Avenue
Memphis, TN

Telephone or TTY: 901/454-5286 (Voice)

Career Education Contact: Teresa Gross

Curricula and resource materials:

- o Curriculum guides or syllabi which document their CE program include: regular curriculum. Their CE program is implemented by infusion into regular program.

- o Commercially available materials used for CE activities include:

  Books:

  1) I'm Deaf, Too/12 Deaf Americans
  2) PRWAD Deafness Annual
  3) Prevocational English - Workbook I (IML)
  4) The Job Ahead - SRA (11 books)
  5) Student Exercise Books
  6) Reading for Living Series
  7) Application Forms - (workbook)

8) The Telephone Book (about 15 workbook pamphlets)
9) English at Work (Volumes 1 & 2) - put out by State of New Jersey, V.R. Division
10) Raleigh-Bartlett Telephone Books (+ 2 folders on V.E.)

o Teacher-made materials used for CE activities include:

1) Mobile of safety signs
2) Flash Cards
3) Checklists of attitudes
4) Posters of products
5) Audiogram samples

o Other resources used in CE activities include: vocational evaluation center, CE resource center, work sites, field trips, work/study program.

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*P = Preschool, E = Elementary, J = Junior High, H = High School

Program: **Michigan School for the Deaf** (from 1981 Catalyst)

Address: Court Street and Miller Road
Flint, MI 48502

Telephone or TTY: 313/238-4621 (TTY, Voice)

Career Education Contact: Dave Warren

Curricula and resource materials:

o Commercially available materials used for CE activities include:

Level H	CRI Materials, Calhoun Co. Vocational Center
Level E	Basic Skills Enrichment, Opportunities for Learning, Inc., $96.00.
Level E	All About Me, Opportunities for Learning, Inc., $5.95.
Levels J, H	Fill in the Blanks, MaFex Association, $94.00.
Level H	The Work Series, Hopewell Books, $19.50.
Level H	The Money Series, Hopewell Books, $24.00.

Levels E, J, H	Me & Others, Educational Design, $30.80.
Levels E, J, H	Me & Jobs, Educational Design, $30.80.
Levels E, J, H	Exploring Careers, Educational Design, $35.00.
Levels J, H	I Want A Job, Frank E. Richards Publishing Co., $1.95.
Levels J, H	On The Job, Frank E. Richards Publishing Co., $1.95.
Levels J, H	Application Forms, Frank E. Richards Publishing Co., $1.95.
Levels J, H	Job Seeking Skills, Janus Book Publishing, $43.40.
Level E	I Am Special, Opportunities for Learning, $4.95.

- o Other resources used in CE activities include: CE resource center, work sites, field trips, work/study program, Genesee Area Skill Center, McLaren Hospital-volunteer program.

*P = Preschool, E = Elementary, J = Junior High, H = High School

Program: **Mill Neck Manor School for the Deaf** (from 1981 Catalyst)

Address: Box 12, Frost Mill Road
Mill Neck, NY

Telephone or TTY: 516/922-4100 (TTY and Voice)

Career Education Contact: Judy Ruderman

Curricula and resource materials:

- o Other resources used in CE activities include: vocational evaluation center, CE resource center, work sites, BOCES, field trips, work/study program.

*P = Preschool, E = Elementary, J = Junior High, H = High School

Program: **Minneapolis Public Schools**
Seward School (grades K-6)

Address: 2309 28th Avenue, S.
Minneapolis, MN 55406

Telephone or TTY: 612/721-4479 (TTY and Voice)

Career Education Contact: Randall Genrich

Curricula and resource materials:

- o Curriculum guides or syllabi which document their CE program include: Career Education, especially awareness of various work roles in the community, is infused into the regular curriculum.

- o Other resources used in CE activities include: The school system has a very extensive Community Resource Volunteer program which teachers use frequently. These people explain about their vocation or avocation. All have been evaluated by teachers to assure that the presentations are suitable. People of all professions and occupations are included. Also, the program invites deaf adults to talk to their students about their employment and training they needed for the job.

*P = Preschool, E = Elementary, J = Junior High, H = High School

Program: **Minneapolis Public Schools, Hennepin Technical Center (grades 7-12)**

Address: 6425 West 33rd Street
St. Louis Park, MN 55416

Telephone or TTY: 612/920-5987 (TTY)
612/925-3813, ext. 123 (Voice)

Career Education Contact: Judy Simon

Curricula and resource materials:

- o Curriculum guides or syllabi which document their CE program include: education is infused in the English and Social Studies curricula.

- o Commercially available materials used for CE activities include:

Levels, J, H

Reading About Work, McCormick-Mathers Publishing, 1977.

Working Kids on Working, Sheila Cole, Lathrop, Lee and Shepard Publishing, 1980.

Pace Maker Vocational Reading Kit (contact Judy Simon for more information).

- o Other resources used in CE activities include: Vocational assessment, vocational instruction with some adapted curricula, visits to local businesses, job shadowing with the Rotary Club (with interpreters).

*P = Preschool, E = Elementary, J = Junior High, H = High School

Program: **Minnesota School for the Deaf**

Address: Box 308, Faribault, Minnesota

Telephone or TTY: 507/332-3359

Career Education Contact: Erv Schultz

Curricula and resource materials:

- o Commercially available materials used for CE activities include:

Level H: Janus Book Publishers:

Master Your Money
Pay by Check
Janus Job Interview Kit
Janus Job Interview Guide
Don't Get Fired
My Job Application File
Janus Job Planner

Frank E. Richards Publishing Co.:

How to Write Yourself Up (Workbook)
Working with Wood
Shop Made Easy
Manners (Workbook)
"Manners" Teacher's Key
You (Workbook on Social Adjustment)
You (textbooks)

How to Write Yourself Up (Workbook by John D. Wool)
Preparing for a Job Interview (Workbook)
Unemployed Uglies
"Unemployed Uglies" Teacher's Guide

American Tech.:

Stair Layout, by Stanley Badzinski, Jr.
Steel Square by Gilbert Townsend
Estimating for the Building Trades by Steinberg & Stempel
Student Guide for Estimating for the above
Instructor's Answer Key for the above
Work: Pathway to Independence by Gooch, Carrier & Huck
Instructor's Guide for the above
The Work Book by Gooch, Garrier & Huck

N. C. Johnson Press:

Occupational Essentials (Skills & Attitudes for Employment)
Occupational Essentials, Instructor's Guide & 38 Lesson Plans

Richard Rosen Press:

Exploring Vocational School Careers, by Charlotte Lobb
Exploring Apprenticeship Careers, by Charlotte Lobb
Exploring Careers Through Volunteerism, by Charlotte Lobb
Your Future: A Guide for the Handicapped Teenager, by Norman Feingold & Norma Miller
What to do until the Counselor Comes, by Norman Feingold & Shirley Levin
Your Future in Exotic Occupations, by Dora R. Everst & Norman Feingold
A Comprehensive Guide to College and Career Planning, by Mel Guttman

o Other resources used in CE activities include: Tours to area vocational schools, banks and insurance representatives

*P = Preschool, E = Elementary, J = Junior High, H = High School

Program: **Model Secondary School for the Deaf**

Address: Gallaudet College
Kendall Green
Washington, DC 20002

Telephone or TTY: 202/651-5802 (TTY and Voice)

Career Education Contact: Carol Beckman

Curricula and resource materials:

- Commercially available materials used for CE activities include:

Levels J, H	Videotape: On the Job
Levels J, H	Captioned slides and cards: People at Work
Level H	Appalachian Education Lab career education materials
	(developed by Jackie Maeder, available from Outreach Division, Pre-College Programs, Gallaudet College)
	Career Awareness Career Exploration Getting a Job

- Teacher-made materials used for CE activities include: Career Awareness, Career Exploration, and Getting a Job (developed by Jackie Maeder, available from Outreach Division, Pre-College Programs, Gallaudet College). The Outreach Division materials listed above were developed at MSSD, along with other unpublished materials.

- Other resources used in CE activities include: Career Resources Area in Learning Resources Center, field trips, work/study program.

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*P = Preschool, E = Elementary, J = Junior High, H = High School

Program: **Montana School for Deaf and Blind** (from 1981 Catalyst)

Address: 3911 Central Avenue
Great Falls, MT 59401

Telephone or TTY: 406/453-1401 (TTY and Voice)

Career Education Contact: Chris Dawson

Curricula and resource materials:

- o Commercially available materials used for CE activities include:

Level H	Job Application Language, Janus Book Publishers, $4.00 per copy.
Level H	Janus Job Interview Kit, Janus Book Publishers, $36.50.
Level H	Chronicle Occupational Library, Chronicle Publishers, $145.00.
Level H	Occupational Notebook Program, $2.25 per copy.

- o Other resources used in CE activities include: CE resource center, work sites, field trips, work/study program.

*P = Preschool, E = Elementary, J = Junior High, H = High School

Program: **Mt. Tahoma High School (Tacoma District #10)**

Address: 6229 South Tyler
Tacoma, WA 98409

Telephone or TTY: 206/591-3772

Career Education Contact: Gordon Swope

Curricula and resource materials:

- o Commercially available materials used for CE activities include:

Level J	Entering the World of Work, & Workbook by G. Kimbrell and B. Vineyard, published by McKnight

*P = Preschool, E = Elementary, J = Junior High, H = High School

Program: **Nebraska School for the Deaf** (from 1981 Catalyst)

Address: 3223 North 45th Street
Omaha, NE 68104

Telephone or TTY: 402/554-2155 (TTY and Voice)

Career Education Contact: Mary Jean Hammerstrom

Curricula and resource materials:

o Commercially available materials used for CE activities include:

Levels J, H	Nebraska Career Information System, University of Nebraska, Lincoln, NE, $85.00 annual rental.
Level H	"I Want A Job" (Transparency Set), Frank E. Richards Publishing Co.
Level J, H	Careers For All, Benefic Press.
Levels J, H	Careers: Exploration and Decision, Jack L. Rettig, Oregon State University, Fearon-Pitman Publisher.
Levels J, H	Exploring Careers, U.S. Dept. of Labor
Level H	Occupational Outlook Handbook, U.S. Dept. of Labor
Level H	"Occupations in Demand" (monthly newspaper), Job Service
Levels J, H	Career World I and II (Magazine), Career World, P.O. Box 310, Highwood, IL 60040
Level H	Job Guide, Careers, Inc.
Level J, H	Real People at Work (Set), Changing Times Education Service
Levels J, H	Learning About Careers (Booklet), The Center for Vocational and Technical Education.
Levels J, H	Reading About Work (Set), Reading Program.
Levels J, H	The Job Box (Set), Pacemaker Vocational Resource Module.

Levels J, H	Choosing a Job, Southern Regional Media Center for the Deaf.
Levels J, H	An Opportunity Knocks Book, Margaret E. Andrews.

o Other resources used in CE activities include: Vocational Department, field trips, work/study program, Youth Opportunities Unlimited (Shadowing Program), CETA (Job Assessment and Job Readiness).

*P = Preschool, E = Elementary, J = Junior High, H = High School

Program: **New Mexico School for the Deaf** (from 1981 Catalyst)

Address: 1060 Cerrilos Road
Santa Fe, NM 87501

Telephone or TTY: 505/982-1721 (TTY and Voice)

Career Education Contact: Betty Bell-Amarant

Curricula and resource materials:

o Commercially available materials used for CE activities include:

Levels J, H	Career World, Curriculum Innovations, $4.50/issue.
Levels J, H	Work Series, Hopewell Books, $15.00 per set.
Levels J, H	Money Series, Hopewell Books, $20.00 per set.
Levels J, H	Life Skills Instruction, Pitman Learning, $20 per set.
Levels J, H	Job Experience Kit, SRA, $140.00.
Level H	Career Information Kit, SRA, $390.00.
Level E-H	Orange Co. C. D. Program, Orange Co. Public Schools, $150.00.
Levels E, J	Career Handbooks, Curriculum Publications Clearinghouse, $10.00.
Levels J, H	Job Survival Skills, Soc. for Visual Ed., $180.00.

Levels P, E	World of Work (Lollipop Dragon), Singer, $200.00.
Level P-H	Career Education - Idea Bank, NMSD.

- o Other resources used in CE activities include: CE resource center, work sites, field trips, work/study program.

*P = Preschool, E = Elementary, J = Junior High, H = High School

Program: **Oregon State School for the Deaf** (from 1981 Catalyst)

Address: 999 Locust Street
Salem, OR 97303

Telephone or TTY: 503/378-3825

Career Education Contact: Linda L. Delaplaine
Leon Fuhrman (Director)

Curricula and resource materials:

- o Commercially available materials used for CE activities include:

  VALPAR Component Work Sample Series, VALPAR Corporation, 3801 East 34th Street, Tucson, AZ 85713; approximately $7,000.

  Wide Range Interest-Opinion Test (WRIOT), Jastak Associates, Incorporated, 1526 Gilpin Avenue, Wilmington, DE 19806; $275.00.

- o Other resources used in CE activities include: vocational evaluation center, CE resource center, work sites, field trips, work/study program, CETA; video tapes, captioned films, film strips, books through the school library media center.

*P = Preschool, E = Elementary, J = Junior High, H = High School

Program: **Pennsylvania School for the Deaf**

Address: 7500 Germantown Avenue
Philadelphia, PA 19119

Telephone or TTY: 215/247-9700 (TTY and Voice)

Career Education Contact: Don Rhoten

Curricula and resource materials:

o Commercially available materials used for CE activities include:

Level E, J, H	The Job Box, Fearon Publishers
Level J, H	Succeeding in the World of Work, McKnight Publishing Company, $10.00.
Level E, J, H	Occupational Outlook Handbook, U.S. Department of Labor.
Level H	Life Skills Writing Opportunities for Learning
Level H	Life Skills Attitudes Opportunities for Learning
Level H	On the Job Gallaudet Outreach
Level H	Getting a Job Gallaudet Outreach
Level H	Career Awareness Gallaudet Outreach
Level H	Career Exploration Gallaudet Outreach

o Teacher-made materials used for CE activities include:

Level J, H	TASC, Marcia Volpe, free.
Level H	Innerchange (adapt values clarification/active listening techniques to CE topics)

Employers, Have You Considered Hiring a Hearing Impaired Worker, Joe Bolkovec, free.

- Other resources used in CE activities include:

  Work/study program

  Field trips: Restaurant School, Philadelphia, PA
  U. Penn Vetinary Program, Phila. PA

  Projects: Students write letters (individually or in small teams) to schools, businesses, etc. to obtain specific training or employment information

*P = Preschool, E = Elementary, J = Junior High, H = High School

Program: **Phoenix Day School for the Deaf**

Address: 1935 West Hayward Avenue
Phoenix, AZ 85021

Telephone or TTY: 602/255-5102 (TTY)
602/255-3448 (Voice)

Career Education Contact: J. Jay Farman, Director
Alan M. Molmod, Assistant Director

Curricula and resource materials:

- Curriculum guides or syllabi which document their CE program include: No separate career education syllabus, but career education objectives (as shown in Career Education, by Brecheisen et al., published by the school) are infused into the new Compendium of Studies.

- Teacher-made materials used for CE activities include: A teacher made activities file, developed for each element of the CCEM.

- Other resources used in CE activities include: A career day, short term experience at student-selected work sites, field trips, Junior/Senior High School seminars, with speakers, and weekly borrowings from an Area Career Education Consortium, which supplies published materials.

*P = Preschool, E = Elementary, J = Junior High, H = High School

Program: **Regional Day School for the Deaf - San Antonio** (from 1981 Catalyst)

Address: 4551 Dietrich Road
San Antonio, TX 78229

Telephone or TTY: 512/661-8243 (Voice)

Career Education Contact: Carrie S. Perez, Vocational Adj. Counselor

Curricula and resource materials:

- Commercially available materials used for CE activities include:

Levels P, E, J, H	Dallas Instructional Units, Dallas, I.S.D.
Levels J, H	The Work Series, Hopewell Books, Inc.
Levels J, H	The Money Series, Hopewell Books, Inc.
	Janus, Janus Book Publishers.
Levels J, H	Frank E. Richards, Richards.
	Life Centered Career Education, Donn Brolin.
	Picture Interest Exploration Survey, Educational Achievement Corp.

- Other resources used in CE activities include: vocational evaluation center, CE resource center, work sites, field trips, work/study program.

*P = Preschool, E = Elementary, J = Junior High, H = High School

Program: **Regional Program for the Deaf - Portland**

Address: 531 Southeast 14th
Portland, OR 97214

Telephone or TTY: 503/232-4424, ext. 56 (TTY and Voice)

Career Education Contact: Sally Brown, Assistant Supervisor

Curricula and resource materials:

- Curriculum guides or syllabi which document their CE program include:

  Regional Program for the Deaf

  1. Primary level
  2. Intermediate level
  3. Upper Grade level

  Limited copies may be available from:

  Regional Program for the Deaf
  531 Southeast 14th Street
  Portaland, OR 97214

- Commercially available materials used for CE activities include:

Level J, H	Job - O, Career Materials
Level J, H	Planning Careers, Finney Co.
Level J, H	The Work Series, Hopewell Books
Level J, H	Job Series Pamphlets, Hopewell Books
Level J, H	People Working Today Series, Ore. State Employment Office
Level J, H	Career Opportunities for Deaf Students, Janus Book Publishers

- Teacher-made materials used for CE activities include:

Level P, E	Elementary Career Education Curriculum, teacher-made

- Other resources used in CE activities include:

  field trips, work/study program, career exploration, summer work experience (forty high school students and ten (hearing) poor trainees used in work experience summer program funded by the Youth Training and Employment Program), deaf role models used as career education speakers, business personnel management employees used as interviewers in mock employment student interviews.

*P = Preschool, E = Elementary, J = Junior High, H = High School

Program: **St. Mary's School for the Deaf**

Address: 2253 Main Street, Buffalo, NY 14214

Telephone or TTY: 716/834-7200 (TTY and Voice)

Career Education Contact: Charles A. Riccio (Counselor)

Curricula and resource materials:

- o Commercially available materials used for CE activities include: E, J, H, Captioned films shown and discussed: Working Relationships; Work Regulations; Journey to the Future; Deaf Women: Ambitious Dreams, Emerging Dreams; We Know It Can Be Done, Produced by NTID.

- o Teacher-made materials used for CE activities include: Levels E, J: Discussion and Worksheets: Work Applications; World of Work -Interviewing parents and others on their jobs, etc.; and Information on different jobs/careers: what they do and the kind of training needed to get the jobs.

- o Other resources used in CE activities include: Field trips to a place of work that employs hearing-impaired workers, with a chance to talk to the workers and the employer.

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*P = Preschool, E = Elementary, J = Junior High, H = High School

Program: **St. Rita School for the Deaf and Hard of Hearing** (from 1981 Catalyst

Address: 1720 Glendale - Milford
Cincinnati, OH 45215

Telephone or TTY: 513/771-7600 (TTY and Voice)

Career Education Contact: Peggy Kenney

Curricula and resource materials:

- o Commercially available materials used for CE activities include:

Levels J, H	Career Insights & Self Awareness Games, Houghton Mifflin Co., Boston.
Levels P, E	Career Education Workshop, Houghton Mifflin Co., Boston.
Levels J, H	Occupational Awareness Minibrief, Occupational Awareness.

Levels E, J, H	Dictionary of Occupational Titles, 3 sets, U.S. Government.
Levels J, H	Laurie Newman Adventures, Childrens Press.
Level H	Reference Library on Differential Occupations.

o Other resources used in CE activities include: CE resource center, field trips, prospective off-campus voc. ed. program, prospective Partners-in-Education Program.

*P = Preschool, E = Elementary, J = Junior High, H = High School

Program: **Scranton State School for the Deaf**

Address: 1800 North Washington Avenue
Scranton, PA 18509

Telephone or TTY: 717/961-4546

Career Education Contact: Kathy Zander

Curricula and resource materials:

o Commercially available materials used for CE activities include:

Levels E, J	Career Awareness Learning Activities, Level I Getting a Job Feelings: Keys to Values On the Job People at Work Decisions, Decisions Shooting for Goals Career Ed. Planning Career Development Program Career Awareness Learning Act., Level II Survival Skills Videotape (Personal Data) (all of the above published by: Outreach Division, Pre-College Programs, Gallaudet College, Washington, DC)
Levels E, J	Career Categories, Box 4232, Overland Park, KS

Levels E, J	John & Judy Careers - Careers, Inc., Largo, FL 33540 My Neighbor is a -----
Levels E, J	At Least a Thousand Things I Gotta Do, (Career Awareness Activity Book)
Level H	Career Guides, Careers, Inc., Largo, FL 33540 Semi-Skilled Careers Kit Exploratory Careers Kit P.I.E.S.: Picture Interest Exploration Survey, Educational Achievement Corp. How to Get the Job You Really Want, National Association of the Deaf Job Box Videotapes: Construction, Drafting & Building Business Media Jobs Auto Mechanics & Auto Body Repair Computers Dental Lab Tech. (the above published by Jo Taylor, Project Coordinator, Special Services, Pima Community College, 2202 West Anklam Road, Tucson, AZ 85709.

o Other resources used in CE activities include:

- work study program, approx. 10 hours per week funded by CETA and ARA
- field trips
- Explorers program. Upper school students are all Explorers (Career awareness program for girls and boys through the Boy Scouts of America). The Exploring program is held each month. Following an interest survey filled out by the students, a speaker is brought in to discuss his/her career. This is followed by a field trip.

*P = Preschool, E = Elementary, J = Junior High, H = High School

Program: **SELACO High School**

Address: 11044 Brookshire Avenue, Downey, CA 90241

Telephone or TTY: 861-1218 (Voice)
861-6313 (TTY)

Career Education Contact: Mrs. Lori Sorcho - Coordinator

Curricula and resource materials:

- Curriculum guides or syllabi which document their CE program include: The Berkeley Curriculum which is infused with CE and work experience. We also incorporate the NPCE model in the different phases of our work experience program.

- Commercially available materials used for CE activities include:

  Level H
  Job Interviewing for the Hearing-Impaired, Special Materials Projects;
  Working for a Living, Work of Work, Work Habits and Attitudes, Employment Opportunities; Harvest Ed. Labs;
  Developing Everyday Reading Skills;
  Getting a Job (Workbooks and Slides);
  Independent Living Skills, Educational Design, Inc.;
  Outreach Pre-College Program. Gallaudet College Press;
  How to Use an Interpreter During a Job Interview, Gallaudet Media Distribution;
  Math for the World of Work, Educational Design, Inc.

- Other resources used in CE activities include: We have incorporated guest speakers from GLAD, and other hearing impaired people from the community to discuss their jobs, background, etc. We had a post secondary college/vocational training night and had representatives from each program to discuss their services, classes (for the hearing impaired). We've had a work experience student panel to discuss their jobs with the rest of the student body. No documentation available.

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*P = Preschool, E = Elementary, J = Junior High, H = High School

Program: **South Carolina School for the Deaf and Blind**

Address: Spartanburg, SC 29304

Telephone or TTY: 803/585-7711

Career Education Contact: John Hartnett

Curricula and resource materials:

- o Curriculum guides or syllabi which document their CE program include: C.E. materials which have all been totally infused into the language curriculum, the reading curriculum, the math curriculum, and the social studies curriculum. Available from Jack Slemenda; the cost varies.

- o Other resources used in CE activities include: The Student Work Activity Program. All students are required to perform some type of scheduled work activity. This is in five levels from unpaid/ required work to paid, off-campus work. Documentation is available.

*P = Preschool, E = Elementary, J = Junior High, H = High School

Program: **Texas School for the Deaf** (from 1981 Catalyst)

Address: 1102 South Congress
Austin, TX 78704

Telephone or TTY: 512/442-7821 (TTY and Voice)

Career Education Contact: Claire Bugen, Principal of Upper School

Curricula and resource materials:

- o Curriculum guides or syllabi which document their CE program include: Life Skills Curriculum and Career Education Guides.

- o Commercially available materials used for CE activities include:

  Levels J, H — Life Skills Instr. Units, Anne Loftin, TSD.

- o Other resources used in CE activities include: vocational evaluation center, CE resource center, work sites, Pre-Voc, VOC, work adjust center, field trips, work/study program.

*P = Preschool, E = Elementary, J = Junior High, H = High School

Program: **Utah School for the Deaf** (from 1981 Catalyst)

Address: 846 20th Street
Ogden, UT 84401

Telephone or TTY: 801/399-9631 (TTY and Voice)

Career Education Contact: Robert W. Fletcher

Curricula and resource materials:

- o Curriculum guides or syllabi which document their CE program include: Career Ed. Infusion Guides for art, social studies, math, science, and language arts (for the middle school) and home economics.
- o Commercially available materials used for CE activities include:

  Level E — World of Work, State Dept. of Public Instruction, $125.00

- o Other resources used in CE activities include: vocational evaluation center, CE resource center, work sites, work skills development center for multiply handicapped, deaf-blind work skills, field trips, work/study program, 80 work sample portable units.

*P = Preschool, E = Elementary, J = Junior High, H = High School

Program: **Waco Regional School for the Deaf** (from 1981 Catalyst)

Address: 315 Jefferson
Waco, TX 76702

Telephone or TTY: 817/753-0295 (TTY and Voice)

Career Education Contact: Bernice Popp, Coordinator of Curriculum

Curricula and resource materials:

- o Curriculum guides or syllabi which document their CE program include: Training Package XIX, State Wide Curriculum for the Deaf.
- o Commercially available materials used for CE activities include:

  Level H — SAIL, Melton Peninsula, Inc., Dallas, TX.

- o Other resources used in CE activities include: CE resource center, work sites, field trips, work/study program.

*P = Preschool, E = Elementary, J = Junior High, H = High School

Program: **West Virginia Schools for Deaf & Blind**

Address: East Main Street, Romney, WV 26757

Telephone or TTY: 304/822-3521

Career Education Contact: Dan Haught

Curricula and resource materials:

- o Curriculum guides or syllabi which document their CE program include: Copy now being proofed prior to printing at the West Virginia Schools for the Deaf and the Blind, E. Main Street, Romney, WV 26757. Copies will be available at undetermined printing materials costs.
- o Commercially available materials used for CE activities include: Levels P, E, J, H: W.V. Plan for Career Ed., W.V. Curriculum Lab, Cedar Lakes, WV.
- o Teacher-made materials used for CE activities include: Levels P, E, J, H: Career Education for Hearing and Visually Impaired, W.V. School for the Deaf (after Jan. 84).
- o Other resources used in CE activities include: Dr. Clara Reece of the Voc. and Safety Dept., Marshall University, Huntington, WV.

*P = Preschool, E = Elementary, J = Junior High, H = High School

Program: **Whitney Young High School** (from 1981 Catalyst)

Address: 211 South Laflin
Chicago, IL 60607

Telephone or TTY: 312/641-8231 (TTY)
312/641-8230 (Voice)

Career Education Contact: Linda McElhany

Curricula and resource materials:

- o Curriculum guides or syllabi which document their CE program include: Departmental Curriculum Guides, Chicago Board of Education.
- o Commercially available materials used for CE activities include:

Level H	Money Makes Sense, etc.
Level H	Real Life Reading Skills, Scholastic Book Services

Level H	The Consumer in America, Harcourt Brace Jovanovich
Level H	Consumer & Career Mathematics, Scott Foresman & Co.
Level H	Career Awareness Program, Units 1-8, Educational Direction, Inc.

o Other resources used in CE activities include: vocational evaluation center, field trips, work/study program.

*P = Preschool, E = Elementary, J = Junior High, H = High School

CASP Literature Review

Appendix C

Appendix C: Introduction and Key

Items annotated here were included for a variety of reasons. Some were developed for or borrowed for Catch Tomorrow: Career Awareness Summer Program (noted by asterisk before the title). Others were used as references by the developers. Many were recommended or known to be used by schools in the NPCE network. Others were items dug up by the CASP development team or by myself, and deemed noteworthy. Although some items included here are peripheral to the focus of CASP, they are generally of an exemplary nature. As much as was annotated, so much again was rejected as being outside my scope (such as vocational training materials and most consumer math materials), or as not of high quality. This is not to say that I've located all possible good materials. You are urged to look at materials reported by schools in Appendix B of this volume, for other leads.

Some annotations were exerpted from catalogs, especially annotations of products developed by organizations supporting the Catch Tomorrow Development. Where I have panned something, it is only my opinion, of course. I felt that by pointing out what I feel are shortcomings, especially in widely used or recently developed materials, I could be helpful to both those who are looking to buy and those who are developing materials.

The annotations are alphabetized by title, rather than by author, because I felt they would be easier to find that way. Many materials are mentioned in Appendix B by title only, and many of these materials have no author citation.

Key:

* - Developed for or borrowed for direct use in the Catch Tomorrow: Career Awareness Summer Program curriculum.

CE Elements - Career Education Elements

CA	Career Awareness
DM	Decision Making
EC	Economic Awareness
ED	Educational Awareness
EC	Economic Awareness
SA	Self Awareness
CL	Computer Literacy

(For brief definitions of the various CE Elements, see page 4.)

Title 1: An Annotated Bibliography of Literature Related to the Employment of Deaf Persons

Author: Ritter, A.

Publisher: National Technical Institute for the Deaf, Rochester Institute of Technology, Rochester, NY 14623

Date: 1980

Availability: Rochester Institute of Technology Book Store, 1 Lomb Memorial Drive, Rochester, NY 14623

CE Elements: All

Annotation: In addition to annotating books and articles related to employment of deaf people, this biliography includes a list of media helpful for a variety of audiences: vocation rehabilitators, employers, teachers and students.

Title 2: Becoming an Informed Voter

Authors: Morariu, J., & Stone, C.

Publisher: Lincoln, Nebraska: The Media Department Project for the Hearing Impaired, University of Nebraska-Lincoln (Developers)

Date: 1981

Availability: The Conover Company, P.O. Box 155, Omro, WI 54963

Format: Set includes teacher's guide, student workbooks, 2 captioned film strips and a captioned videotape.

CE Elements: DM, SA

Annotation: This set of lesson plans is designed to give students information and practice in the area of voting. The culminating activity, a mock election, gives students practice in assessing information and using personal values in making a decision. The material is geared toward deaf high school students. Related activities are suggested.

Title 3: Building Awareness of the Potential for Deaf Individuals in the Sciences

Authors: Stolte, J., & Egelston-Dodd, J.

Publisher: Research for Better Schools, Inc., 444 North Third Street, Philadelphia, PA 19123

Date: 198i

Format: Kit, with hard plastic cover, includes workshop manual, audiotape, 20-minute captioned filmstrip (audiotape script included) and a large poster.

CE Elements: CA, SA

Annotation: This excellent workshop kit is intended for use in personnel departments within the science industry, to familiarize employers and co-workers with the potential of deaf workers, with the barriers they face, and with how those barriers can be overcome. It contains the filmstrip "Deaf People Work in Many Science Jobs" which is captioned at a level that would not lose most deaf high school students. There are six cameo portraits: a chemist in dairy research; a biochemist; a microanalytic chemist; a systems analyst; a meteorologist; and a computer programmer. Each person is shown working, with people and with the complex machinery in their labs, which may help overcome student's fears of either situation. A portrait of each person at home with their hobbies stresses the importance of leisure time activities as well as adding depth to the portraits. The filmstrip, which has the potential to inspire deaf students with an interest in the sciences, is also included in the Is Science a Possible Career for You? package for high school students (annotated below).

Title 4: Career Awareness
Author: Maeder, J.
Publisher: Outreach Division, Pre-college Programs, Gallaudet College, Kendall Green, Washington, DC 20002
Date: 1981
Format: Student Workbook and Teacher's Guide, softcover
CE Elements: CA, SA, DM

Annotation: This course plan, designed to require about 30 hours, is a particularly good introduction to the concerns and terminology of career decisions students will face. The language in the Workbook is controlled for use with hearing-impaired high school students. The Teacher's Guide contains very complete instructions, and the curriculum is well-planned sequentially. A high level of activity, reinforcement of vocabulary, and good use of media are among the qualities that make this course well-planned for hearing-impaired high school students.

Title 5: *Career Board Game
Publisher: Catch Tomorrow: Career Awareness Summer Program
Date: 1984
Availability: Outreach Division, Pre-College Programs, Gallaudet College, Kendall Green, Washington, DC 20002
Format: Game Board, set of 30 printed cards, occupation reference book
CE Elements: EC, CA

Annotation: Down the side of the game board are 5 job titles (draftsperson, hotel manager, doctor, machinist, typist). Across the top are 6 job characteristics (type of work, working conditions, hours of work, earnings, training required, and responsibility). By referring to the occupation reference book, students fill in the grid with the appropriate cards. The game is good for making students aware of the types of job characteristics which reference books list, and for giving them a chance to see how these can be compared across job titles, with each job having bonuses and burdens according to which job characteristics are important to the student.

Title 6: Career Brief Series
Author: Williams, L.
Publisher: Creative Research Endeavors in the Education of the Deaf (CREED); supported by 4,201 schools in New York State
Date: 1974
Availability: c/o Dr. Harold Munson, University of Rochester, River Campus, Rochester, NY 14620
Format: 40 booklets
CE Elements: CA

Annotation: The Career Brief Series consists of 40 pamphlets which survey a variety of jobs representing nine major occupational categories. They were developed to provide accurate, current information about existing career opportunities for the deaf. The briefs were specifically designed to meet the informational needs of secondary deaf students. They are written in concise, familiar language, using terms and concepts from other CREED project components. In addition to a description of the occupation and illustrations, each brief deals with communication-related difficulties which may be experienced by deaf workers in the specific job. A profile treating the communication requirements of the work in the expressive (speaking and writing) and receptive (listening-observing and reading) areas of communication is included in each brief. This information allows students to compare the various communication demands associated with different occupations.

Title 7: Career Development Program: A Procedures Manual
Publisher: Outreach Division, Pre-College Programs, Gallaudet College, Kendall Green, Washington, DC 20002
Format: Soft cover manual
CE Elements: CA, DM, Beginning Competency

Annotation: This manual is designed to help educators set up effective work experience programs for hearing-impaired high school students. The program described is intended to prepare students, individually or in small groups, to make realistic career choices.

Title 8: Career Directions
Publisher: System Designs Associates, Inc., 723 Kanawha Blvd. East, Charleston, WV 25301
Date: 1982
Format: Computer program for use on Apple II
CE Elements: CL

Annotation: This product was assessed for use in the CASP Computer Literacy strand, but not used, partly because there was not enough time in the program to use it. Career Directions would require a lot of support to be beneficial. The program helps students develop a profile of their career interests and abilities and then proposes possible careers to match these with information on training requirements. Since the choices offered by the computer may seem prescriptive or inappropriate, students would need to be encouraged to question the computer's logic, comparing it with their own sense of what would suit them.

Title 9: Career Education
Authors: Brecheisen, K., Farman, D., Harrison, Y., & Miracle, J.
Title: Career Education
Publisher: Phoenix Day School for the Deaf
1935 West Hayward Avenue
Phoenix, Arizona
Date: 1980
Format: Print, soft cover
CE Elements: All

Annotation: This is a well-organized and comprehensive guideline of career education objectives to be infused into the curriculum, broken down into 8 categories (Self Awareness, Educational Awareness, Career Awareness, Economic Awareness, Decision Making, Beginning Competency, Employability Skills, and Appreciations and Attitudes) and 4 student groupings (preschool-3rd grade, grades 4-6, junior high and high school). It shows a developmental approach to building career education concepts and experiences throughout schooling.

Title 10: Career Education Activities for Subject Area Teachers of Hearing-Impaired Students. In three volumes: Grades 1-6, Grades 6-9, and Grades 9-12

Author: Kirkman, R. (Compiler and Editor)

Publisher: Third Century Press, Ltd., A Division of Educational Program Development Association, Inc., Nashville, Tennessee

Date: 1982

Format: Lesson plans in binders

CE Elements: All

Annotation: This wonderful collection of activities, adapted for hearing-impaired students, encourages active involvement of students through hands-on, real life observation, or role play methods. Affective as well as cognitive approaches are considered, and clearly-thought-out suggestions for using and coordinating activities are given. Other resources are also suggested. The activities themselves are interesting, flexible, and of varying difficulty and resource use levels. They are divided into S.S., Language Arts, Mathematics and Science activities. Some of the 1-6 and 6-9 level activities could be used with older students. The later volumes add activities in the art, music, health, foreign language, driver education and physical education categories. It is hard to see how a few of these activities have been "adapted", however, ample suggestions are made for using the activities with hearing-impaired students.

Title 11: Career Education Activities Guide

Authors: Gott, W., Mac Cutcheon, D., Moonan, A., & Lieberman, N.

Publisher: The School Board of Broward County, Florida: Hearing Impaired Program

Date: 1981

Format: Print, soft cover

CE Elements: All

Annotation: This guide uses the CCEM and Florida's State Minimum Student Performance Standards - Hearing Impaired as its organizing principles. Activities are suggested, each of which relate to both an element of the matrix and an objective of the minimum performance standards. The activities are also subdivided by age levels: 5, 9, 11, and 17. The suggestions are insightful, and the activities are interesting and worth borrowing.

Title 12: Career Education Activity/Guide: Math, Science and Social Studies

Authors: Simon, S., Dufresne, C., Hazen, W., Hollingsworth, D., Rosenthal B., Rewis, K., Slagle, C., Sinola, B., Stern, B., & Thoms, B.

Publisher: Florida School for the Deaf and Blind

Date: 1981

Format: Print, soft cover

CE Elements: All

Annotation: Based on the Comprehensive Career Education Matrix (CCEM), this guide gives suggestions for infusing the eight elements of that model into Math, Science and Social Studies classes according to the content unit of the curriculum being taught (for example: Earth Science is divided into Astronomy, Climatology, Ecology and Geology, and for each of these subunits, there are listed suggestions for infusing each of the eight elements of the CCEM, as well as a list of job titles which relate to that subunit). The suggestions are helpful: they are mostly flexible and general, with examples of specific applications in parentheses.

Title 13: A Career Education Bibliography: Annotations of Studies and Programs for Handicapped Americans

Authors: Cobb, S., & Egbert, A.

Publisher: National Project on Career Education, Model Secondary School for the Deaf, Gallaudet College, Washington, DC, National Technical Institute for the Deaf, Rochester Institute of Technology, Rochester, NY.

Date: 1981

Availability: Outreach Division, Pre-College Programs, Gallaudet College, Kendall Green, Washington, DC 20002

Format: Print, soft cover

CE Elements: All

Annotation: This wide-ranging bibliography with 184 annotations of newsletters, studies, programs, and materials related to career education for handicapped students, concentrating on students with hearing impairments is indexed by 27 key words, from "Activities" to "Trends." This bibliography and its 1982 update (below) are valuable resources for people who want to obtain and/or design good programming in career education for their students.

Title 14: A Career Education Bibliography: Annotations of Studies and Programs for Handicapped Americans, Volume II.

Authors: Cobb, S., O'Brien, E., & Shaw, L.

Publisher: National Project on Career Education, Model Secondary School for the Deaf, Gallaudet College, Washington, D.C., National Technical Institute for the Deaf, Rochester Institute of Technology, Rochester, NY.

Date: 1982

Availability: Outreach Division, Pre-College Programs, Gallaudet College, Kendall Green, Washington, DC 20002.

Format: Print, soft cover

CE Elements: All

Annotation: This update adds 92 annotations to the bibliography of 1981 (above), including 33 entries concerned with parental involvement in career education. There is a comprehensive index covering both volumes.

Title 15: Career Education Curriculum

Publisher: Regional Program for the Deaf, 7910 Southeast Market, Portland, Oregon

Date: 1980

Format: Looseleaf Print

CE Elements: All

Annotation: Over 80 activity strategies, for students through the 8th grade level, are directed toward specific career education subgoals. The activities are mostly straight forward and, where values are concerned, tend to be didactic. Emphasis is heavy on awareness of roles and jobs in society, perhaps to the point of typing people. There are a few activities directed toward self awareness and independent thinking. The activities themselves vary in quality, and do not form an integrated curriculum. The subgoals are divided up according to over-arching goals. Although the curriculum is supposed to be "infused," most activities are not really integrated with a content area. Includes an extensive media list of locally available media to support specific activities.

Title 16: Career Education Planning
Publisher: Outreach Division, Pre-College Programs, Gallaudet College, Kendall Green, Washington, DC 20002
Date: 1981
Format: Three soft-cover manuals
CE Elements: All

Annotation: This package of three manuals gives information on planning career education for hearing-impaired elementary students. The Resource Guide, in particular, may provide resources at the secondary level as well. The package includes:

1. Scope and Sequence for Career Education at KDES

   This volume provides a framework for infusing career education, organized around eight career education elements: self-awareness, educational awareness, career awareness, economic awareness, decision making, work competency, employability skills, and attitudes and appreciations. Within each topic, there are goals for each of four elementary instructional levels as well as selected high school goals to provide a full range of career education planning.

2. Resource Guide for Career Education

   This reference lists hundreds of materials for classroom activities including books, films, kits, games, and toys. The materials are indexed by subject and many are keyed to the eight topics (self-awareness, etc.) detailed in Scope and Sequence. An annotated list of materials, sources, and names and addresses of the producers is included along with a criteria rating scale for the materials.

3. Model for the KDES Career Education Program

   This model of a career education program chronicles the strategies in its development. The seven components of the program--planning, staff development, program development, curriculum development, product development, field test and revision, and evaluation--are fully described.

Title 17: Career Education Workshop for Parents
Author: O'Brien, E.
Publisher: National Projects on Career Education (NPCE): Rochester, NY
Date: 1983
Availability: Outreach Division, Pre-College Programs, Gallaudet College, Kendall Green, Washington, DC 20002. $8.95 plus $1.50 postage.
Format: Binder with transparencies and handout masters
CE Elements: DM

Annotation: This workshop should also be presented when teaching CASP, or other Career Education programs, in order to bring parental involvement, as an essential support, into the students' career learning and decision-making processes. The long range goal of the NPCE Parent CE Workshop is that parents of hearing-impaired children will become directly involved with facilitating their child's career development. Parents are encouraged to a) view themselves as worker role models, b) identify and help overcome barriers to their child's career development, c) practice active listening skills to use in career conversations with their child, and d) prepare a personal career plan with their child.

The mixture of media, active strategies and handouts is well organized and well-designed to hold parents' attention.

Title 18: Career Emphasis Series: A Self-Study Approach to Life/Career Planning
Authors: Forrer, S., Cooper, J., Epperly, J., Inge, J., & Trabandt, J.
Publisher: Salt Lake City, Utah: Olympus Publishing Company
Date: 1977
Format: Workbooks available as a set or separately
CE Elements: SA, CA, DM

Annotation: This excellent series of 7 workbooks, designed to help individuals acquire life and career decision-making and planning skills, starts with an Introduction. Then, Emphasis: Decisions investigates the importance of decision making, obstacles to and strategies for making satisfying decisions, and a step-by-step decision making process and how to apply that process to one's own decisions. Emphasis: Self encourages self-awareness in such areas as interests, skills, values, life style preferences and personal stereotypes. Emphasis: Work looks at the meanings of work and leisure to the individual, and how

to find out information about different types of work. It also includes information on career patterns and career clusters. Emphasis: Preparation looks at identifying preparation required and options for obtaining it, and strategies for deciding on, enrolling in and succeeding in a preparatory program. Emphasis: Change 1 looks at job seeking skills and skills in self-assertion. Emphasis: Change 2 discusses overcoming job discrimination, increasing job satisfaction and setting further goals for the future.

Although designed for adult self-study, this series merits attention from those working with teenagers because of the thoroughness and depth with which it approaches career decision making. The workbooks are full of thought-provoking activities.

Title 19: Career Exploration
Publisher: Outreach Division, Pre-college Programs, Gallaudet College, Kendall Green, Washington, DC 20002
Format: Teacher Guide, Student Reading Book, and Worksheet Masters
CE Elements: CA, ED

Annotation: This course is meant to follow Career Awareness (annotated above). It presents eight specific jobs within each of 15 occupational clusters. Equipped with a basic work vocabulary, students can increase their knowledge of the skills and interests of workers in 120 jobs as well as learn the job characteristics and the training and education required.

The Student Reading Book introduces information about a broad range of jobs grouped in 15 occupational clusters and includes vocabulary and group activities. The Teacher Guide covers role playing, field trips, enrichment activities, lesson preparation, and performance objectives. Reproducible pages of practice exercises, lesson reviews, and additional job information are available in a Worksheet Masters component.

Title 20: The Career Finder.
Authors: Schwartz, L., & Brechner, I.
Publisher: New York: Ballantyne Books
Date: 1983
Format: Soft cover
CE Elements: CA, SA, ED, EC

Annotation: Listing over 1500 job titles in 15 work sectors, with short descriptions of job responsibilities, educational requirements, and common work schedules and salary ranges, this guide also includes a system for evaluating one's interest areas, aptitudes and work temperament, so that these can be matched to coded information above each job title. The book is useful for increasing awareness of the variety of jobs and their different characteristics. If the book were used to aid student self-awareness or decision-making, a teacher would need to assist.

Title 21: Careers for a Changing World
Publisher: New York Live Insurance Company, 51 Madison Avenue, New York, NY 10010
Date: 1976
Format: 14 illustrated booklets
CE Elements: CA, ED

Annotation: This public service series contains 1 volume which introduces the subject of careers in a world where career change is frequent, and 13 volumes on separate career clusters. Each individual volume contains general information on the career cluster and the occupations included, specific biographies and job descriptions of workers within that cluster, information on the educational opportunities which can lead to a job in that field, and a list of places to write for further information. The biographies, in particular, make these booklets appealing to students. Unfortunately, the reading level is quite high. Perhaps information can be extracted for students with low reading levels and high interest in specific clusters. The clusters are as follows: agribusiness, arts, business and office communications and media, construction, consumer services and homemaking, health care, hospitality and recreation, manufacturing, marketing and distribution, natural resources and the environment, public service, and transportation.

Title 22: Career Guidance Units for Secondary Schools
Authors: Daniel, C., Gore, J., & Mason, B.
Publisher: Career Guidance Project, 545 N. Camino Seco, Tuscon, Arizona 85710
Date: 1981
Format: 5 loose leaf, soft cover teacher's guides
CE Elements: All

Annotation: This series of curriculum units for grades 8-12 is designed to include the 8 elements of the Comprehensive Career Education Matrix (CCEM). The units are meant to require two weeks of classes, but supplementary materials add another two weeks work. The activities are often imaginative and ask imagination and self-searching from the student. The ideas are excellent; the language in some worksheets and readings is complex, but the information they contain could be conveyed in other ways. The units, their goal statements, and the Career Education Elements on which they concentrate are listed below:

Grade 8: EIGHTH GRADE CAREER GUIDANCE UNIT--Students will explore careers and plan for a four year high school program based on a greater understanding of themselves and their goals. (CA, ED, SA and DM)
Grade 9: DECISIONS! DECISIONS!--Students will explore self, values and relationships. Students will understand the decision making process and goal setting. (SA and DM)
Grade 10: CAREER EXPLORATION--Students will become familiar with a wide variety of occupations and the educational occupational stages of a career that interests them. Students will receive a brief introduction to the process of completing an application and interviewing for a job. (CA and ED)
Grade 11: FINDING A JOB YOU LIKE--Students will clarify their interests, abilities, and present skills and develop expertise in presenting themselves and their skills to prospective employers. (SA, Employability Skills)
Grade 12: FINDING A LIFE YOU LIKE--Students will plan and prepare for their future by making connections between career choice and lifestyle and understand the economic implications of that lifestyle. (CA, EC and Appreciations and Attitudes)

Title 23: Career Planning System, computerized version
Developer: The National Center for Research in Vocational Education, The Ohio State University, 1960, Kenny Road, Columbus, Ohio 43210
Publisher: The Conover Company, P.O. Box 155, Omro, WI 54963
Date: 1984
Format: Computer Program for Atari 800, with printed support materials.
CE Elements: CL, CA, SA

Annotation: The annotation which follows is summarized from Centergram, Vol. XVIII, No. 3, March 1983, published by the National Center, and can therefore be considered promotional copy:

The Career Planning System is a set of curriculum materials for middle school students, developed by the National Center. A separate edition of the CPS series was developed for use with students having any of three separate handicapping conditions: mild mental retardation, severe behavior handicaps, or learning disabilities.

The National Center has adapted the special education version of CPS for delivery on the Atari 800 microcomputer system. The project materials will include: (1) a comprehensive set (thirty disks) of computerized record-keeping and instructional activities and (2) printed materials (an Instructor Guide and Student Guide).

The individualized instructional materials will take each student from an initial interest-sort activity through as many as forty interactive activities to be selected on the basis of the student's identified interest areas. These activities, which simulate representative job tasks of particular workers, cover a range of skills from entry level (e.g., stock clerk) to professional (e.g., architect). Further information about each occupation that the student elects to explore is provided through a menu-driven occupational brief that allows the student to get responses to specific questions. Finally, an education plan component helps the student synthesize, with the help of a teacher or counselor, the information gained through the exploratory experience.

Title 24: *Career Rummy
Publisher: Catch Tomorrow: Career Awareness Summer Program
Date: 1984
Availability: Outreach Division, Pre-College Programs, Gallaudet College, Kendall Green, Washington, DC 20002
Format: 12 sets of 3 cards
CE Elements: ED

Annotation: Students test their awareness of the usual entrance level educational requirements for a job by matching a picture card to a job title card and a card telling the required years and type of post-secondary education. The cards can be used to elicit discussion about other differences between the jobs (salary, working conditions, etc.) as well.

Title 25: Catalog of Educational Captioned Films for the Deaf
Publisher: Special Materials Project of the Associations for Education of the Deaf, 814 Thayer Avenue, Silver Spring, MD 20910
Date: Periodical
Format: Soft cover, annotated catalog of films and videotapes
CE Elements: All

Annotation: A generally good resource, this catalog lists career education media under three index headings: "Occupations," "Deaf-Guidance," and "Vocational Guidance." Many are films about specific occupations, but some deal with decision-making and self-awareness.

Title 26: Clarifying Work Values
Author: Egelston, J.
Publisher: Creative Research Endeavors in the Education of the Deaf (CREED); supported by 4,201 schools in New York State
Date: 1974
Availability: c/o Dr. Harold Munson, University of Rochester, River Campus, Rochester, NY 14620
Format: Soft-cover book
CE Elements: SA, CA

Annotation: This book was written specifically to help deaf learners become aware of a range of value areas regarding work, and to provide an opportunity in the classroom to choose and act on those values which they regard as important. The activities are patterned after the Simon, Howe and Kirschenbaum book, Values Clarification, and include such strategies as the values continuum, rank ordering, and "I wonder" and "What would you do..." statements.

As students are exposed to a variety of work habits and attitudes, work conditions and locales, worker motivations and dissatisfactions, and factors associated with the economics of work, and as they are allowed to think about and react to them, the range of their understanding should be extended. In the process, what they believe about the attitudes valued by the world of work and how they do or would like to behave can be clarified and more decisively acted upon.

Title 27: Catalyst--Handbook of Existing Career Education Programs and Facilitators
Authors: Cobb, S., Schutt, M., & Egelston-Dodd, J.
Publisher: National Project on Career Education, Model Secondary School for the Deaf, Gallaudet College, Washington, DC; National Technical Institute for the Deaf, Rochester Institute of Technology, Rochester, NY
Date: 1980 and 1981
Availability: Outreach Division, Pre-College Programs, Gallaudet College, Kendall Green, Washington, DC 20002
Format: Printed paperback
Areas: All

Annotation: This handbook is a resource list of career education experts working with hearing-impaired students, and successful career education programs with exemplary materials. The information was meant to precipitate planning for new comprehensive career education programs by educators of hearing-impaired students, both within and outside the National Project on Career Education (NPCE) network. Educators wishing to set up or improve programs can find in this book rough sketches of what has been tried elsewhere, and resource people to contact. (The Catalyst information on materials and activities is updated in Appendix B of this volume.)

Title 28: CE Network: Newsletter of the Special Interest Group on CE, CAID
Publisher: National Project on Career Education, a Joint Project of Model Secondary School for the Deaf and National Technical Institute for the Deaf
Date: Published periodically
Availability: Received with membership in Convention of American Instructors of the Deaf, Special Interest Group on CE. 418 Thayer Avenue, Silver Spring, MD 20910
Format: Newsletter
CE Elements: All

Annotation: The National Project on Career Education was a four-year project which resulted in a network of educators interested in career education for students with hearing impairments and other disabilities. This newsletter keeps those people in touch with each other and with the latest developments, research, and materials in the field.

Title 29: Choices: A Teen Woman's Journal for Self-Awareness and Personal Planning
Authors: Bingham, M., Edmondson, J., & Stryker, S.
Publisher: Advocacy Press, P.O. Box 236, Santa Barbara, CA 93102
Date: 1983
Format: Soft-cover text and work pages
CE Elements: SA, CA

Annotation: The many thought-provoking inventories and exercises in this book are designed especially to get teenaged women to consider the choices that they will have to make concerning their lives and their careers. The short readings give an opportunity to confront facts, myths, and prevalent attitudes concerning women's lifestyles and careers. There are short biographical sketches, of either an admonitory or an exemplary nature.

Plenty of space is left for reflections, clippings, or other relevant additions. The language could prove too advanced for most hearing-impaired students, if the book were used independently.

Title 30: *College and Career Programs for Deaf Students
Authors: Rawlings, B., Kachmer, M., & DeCaro, J. (Editors)
Publisher: Washington, DC: Gallaudet, & Rochester, NY: National Technical Institute for the Deaf at Rochester Institute of Technology
Date: 1983
Availability: College and Career Guide, c/o Gallaudet Research Institute, Center for Assessment and Demographic Studies, 800 Florida Avenue Northeast, Washington, DC 20002
Format: Print, softcover with photographs
CE Elements: CA, ED

Annotation: This replaces A Guide to College and Career Programs for Deaf Students published in 1981. This updated, expanded guide lists over 100 postsecondary programs available to qualified deaf students, along with details of admission requirements, costs, degrees offered, support services available and other program information.

Title 31: COMETS Science: Career Oriented Modules to Explore Topics in Science

Authors: Smith, W., Molitor, L., Nelson, B., & Matthews, C.

Publisher: Department of Curriculum and Instruction. School of Education, The University of Kansas, Lawrence, Kansas 66045

Date: 1982

Format: Looseleaf binder

CE Elements: CA, ED

Annotation: This collection of problem-solving activities in (1) physical science and engineering, (2) life science and health, and (3) math, calculating and computers is designed for use with early adolescent students. Most activities are intended to be used by a resource person who would be invited into the class to discuss his/her career and how principles and processes included in the module are used in her/his job. (An introduction explains the process of bringing in resource people to teach the modules.) The activities vary widely in setup and concept difficulty. Most demand a fairly strong background in the specific science and well-developed scientific reasoning ability. The Resource Directory of Handicapped Scientists (Owens, et al., annotated above) would be useful with this program to provide possible resource people. Written profiles of female scientists written at a high language level are appended.

Title 32: *Courageous Deaf Adults

Author: Toole, D.

Publisher: Dormac, Inc., P.O. Box 752, Beaverton, OR 97075

Date: 1980

Format: Soft cover book, with illustrations

CE Elements: SA, CA

Annotation: Each chapter tells the story of a deaf man or woman who has overcome problems to achieve a goal. The stories are accompanied by reading comprehension and vocabulary exercises. Written for deaf students, these inspirational stories can easily serve to heighten students' awareness of what deaf people can, and have, achieved. The eight stories are about: Jane Pearl Chan, Kitty O'Neill, Gregg Brooks, Virginia Tibbs, Jean Hauser, Ray Holcomb, Lowell Myers, and Aaron May.

Title 33: The Deaf at Work
Publisher: California School for the Deaf at Berkeley, California
Date: 1967
Format: print, softcover, with photographs
CE Elements: SA, CA, ED

Annotation: While the booklet is old, the concept of having students produce such a collection is excellent. It includes photos of ex-students at work along with brief notes on their further education, careers and/or present jobs, giving students an idea of the present range of employment of alumni. Also included are longer features on "famous" or outstanding alumni. This could be a project for a career education class to put together for any school.

Title 34: Deaf Heritage: A Narrative History of Deaf America.
Author: Gannon, J.
Publisher: Silver Spring, Maryland: National Association of the Deaf
Date: 1981
Format: Print, soft cover with photographs and illustrations
CE Elements: SA, CA

Annotation: This marvelous compendium of historical and current information on deaf individuals and groups of deaf people in the U.S. is good for infusing awareness of what deaf people can do, by what some deaf persons have done, into history lessons and social studies lessons. It shows deaf people in a wide variety of successful endeavors.

Title 35: Deaf Women: Ambitious Dreams, Emerging Dreams
Publisher: Modern Talking Picture Service, 5000 Park Street North, St. Petersburg, FL 33709
Format: 29-minute, 3/4" color videotape, captioned
CE Elements: SA, DM

Annotation: Two deaf women, a social work student with an interest in acting, and a mother who works in an office part-time, share their ambitions and concerns with us. Both are in the midst of making decisions that will effect their careers. The college student must decide whether to stay in college or follow up an opportunity to act full-time for a while. The working mother has to decide how to balance a desire for more interesting work, which would take up more of her time, with her sense of responsibility toward her family. This videotape is as much about the connection between career decision-making and lifestyle decisions as it is about deaf women.

Title 36: Deciding and Deciding: A Leader's Guide
Authors: Gelatt, H. B; Varenhorst, B.; & Carey, R.
Publisher: New York: College Entrance Exam Board
Date: 1972
Format: Print; student book and teacher's guide
CE Elements: DM, SA, CA, ED

Annotation: Deciding is a curriculum designed to teach high school students how to make well-informed and well-considered decisions, especially in relation to education and careers. (The slant is toward college bound students.) The student book contains over 30 activities divided according to three major requirements of skillful decision-making: a) Examination and recognition of personal values; b) Knowledge and use of adequate, relevant information; and c) knowledge and use of an effective strategy for converting this information into action. The leader's guide contains theoretical background, suggestions on each activity, and further activities. This thought-provoking curriculum is useful as a well-designed whole or as a source for ideas for activities.

Title 37: Decision Making: A Psychological Analysis of Conflict, Choice and Commitment.
Authors: Irving, J., & Mann, L.
Publishers: New York: The Free Press, London: Collier MacMillan Publishers
Date: 1981
Format: Print
CE Elements: DM

Annotation: An extensive background in theories of, and research into, decision-making psychology. As well as providing an analysis of what influences groups and individuals to make various types of decisions, including disastrous ones, this book prescribes certain interventions which counselors can use to improve the quality of decisions, as well as techniques individuals can learn to help them in making decisions.

Title 38: Dictionary of Occupational Titles, 4th Edition
Publisher: Department of Labor, Employment and Training Administration, U.S. Employment Service
Date: 1977
Availability: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, Stock No. 029-013-00079-9
Format: Softbound
CE Elements: CA

Annotation: This comprehensive listing of jobs in the American Economy lists more than 20,000 job titles, with brief descriptions of responsibilities for each job. A code number for each title indicates ways in which the worker would be required to function in relation to data, people, and things. The dictionary is valuable as a source of information about a wide variety of jobs.

Title 39: Educators With Disabilities: A Resource Guide
Author: Gilmore, J., Merchant, D., & Moore, A.
Publisher: American Association of Colleges for Teacher Education, Suite 610, One Dupont Circle, Washington, DC, U.S. Government Printing Office, Superintendent of Documents, Washington, DC
Date: 1981
Format: Print, paperback
CE Elements: CA, EC, ED

Annotation: The objectives of this publication are to provide a directory of the more than 900 handicapped educators who represent a vast pool of experience with both disability and career education and who can be mutual resources to each other and to educational institutions; to share cost-efficient and effective coping strategies used by educators with various handicapping conditions; to show that, despite progress since the passage of Section 504 of the Rehabilitation Act of 1973, barriers to training and employment continue to exist; and to recommend strategies for change in the realm of professional teacher education, employment and public awareness.

The publication is organized according to typical stages of career preparation and employment in pursuing an education career. Part I discusses the process of deciding on an education career, completing a teacher training program, and obtaining certification. Specific barriers that disabled persons face in this process and possible solutions are highlighted. Part II describes, by category of disability, the successful coping strategies used by disabled educators. Part III represents thinking from a conference sponsored by the American Association of Colleges for Teacher Education (AACTE) in which disabled and nondisabled educators defined barriers faced by disabled persons in education and suggested ways to eliminate or reduce those barriers. Part IV is a directory of the more than 900 educators with disabilties who participated in the project, and Part V includes other resources relating to handicapped persons in education.

The directory may be useful when searching for people to involve in CASP activities such as Economic Awareness, pie-of-life presentations, and career awareness worker interviews. (See also A Resource Directory of Handicapped Scientists, annotated below.)

Title 40: Employability Skills for the Special Needs Learner: An Integrated Program of Reading, Math, and Daily Living Skills
Author: Wircenski, J.
Publisher: Aspen Systems Corporation, Rockville, Maryland & London
Date: 1982
Format: Sectioned looseleaf notebook
CE Elements: Employability Skills, SA, CA

Annotation: This is an inverse infusion, whereby math and reading tasks are infused into a living skills curriculum, not the other way around. The manual is organized around five components of employability skills: 1) socialization, 2) communication, 3) financial management, 4) values clarification and 5) job procurement and retention. The several units under each component each include math and and reading comprehension activities. Meant for Jr. High to High School, this is a resource to pick and choose from carefully. Although designed for handicapped and/or disadvantaged students, much would need adaptation for use with students having difficulty obtaining meaning from written texts. For instance, although it contains some good ideas for activities, the book is big on word search and unscrambling activities for follow-up work on math word problems.

Title 41: Entering the World of Work
Author: Kimbrell, G., & Vineyard B.
Publisher: McKnight Publishing Company, Bloomington, Illinois
Date: 1978
Format: Hard cover textbook, with illustrations, workbook, and answer key
CE Elements: SA, CA, ED

Annotation: This kit includes the textbook and a workbook, Entering the World of Work: Activities, with a separate answer key. The text, designed especially for students with learning disabilities, takes a reading comprehension approach to instruction in job and life skills. The language level is somewhat controlled through the use

of short, repetitive sentence patterns. The readings are straight forward and didactic, and would require imaginative teaching (role plays, perhaps) to engage the students in problem solving. Otherwise, the book amounts to illustrations of do's and don'ts. Although the book attempts to be comprehensive, the only economic topics covered are money management skills. Most of the references to decision-making processes are merely generalizations; there are not enough examples or activities to aid students in owning and applying what they read. The overall organization puts the cart before the horse by discussing finding a job, in detail, before discussing, very briefly, self, career, and educational awarenesses. The accompanying workbook has true/false pretests and posttests, and worksheets, for each chapter. Most of the worksheets require only retrieval of information from the book, or small extensions of that information (i.e., form-filling exercises). However, there are a few self-rating scales, interest inventories, and problem solving exercises.

Title 42: Fearon Education and Teacher Aids Catalog
Publisher: Pitman Learning, Inc., 6 Davis Drive, Belmont, CA 94002
Date: Updated yearly
Format: Softcover
CE Elements: All

Annotation: Separate reviews of two individual Fearon Education products are listed under King, C., and Tune, N. in this bibliography. In this entry, selected items from their 1983 catalog are briefly annotated. Our survey (Appendix B) showed that many schools are using Fearon products. Fearon produces materials meant for students with mature interest levels and low reading levels. The selections from the catalog which follow are of materials intended for high school students; the reading levels are all listed as being at or below 4th grade; most are 3rd grade. Their scope is confined to entry-level jobs.

The Job Box contains 70 booklets, each giving information about the characteristics (relevant classes to take, working conditions, salary ranges, on-the-job training, and possibilities for advancement) of a different entry-level job.

Job Sheets are worksheets keyed to each booklet in the Job Box, with exercises to reinforce comprehension and to help the student assess his potential for specific jobs.

Job Tips are a series of 40 take-home pamphlets describing entry-level jobs in automotive, office, industrial, construction, and service trades.

The Lifeschool life skills series contains materials for instruction in six areas, organized into four binders including Consumer Economics, Health, Community Resources/Government and Law, and Occupational Knowledge/Interpersonal Relations.

The four text-workbooks of the Pacemaker Practical Arithmetic Series use simple language to set up arithmetic problems of a day-to-day nature in the world of work and consumption. The Pacemaker Vocational Readers tell stories of young adults seeking, locating and adjusting to entry-level jobs.

The reading levels are fairly well controlled, while these materials range in interest level. Their greatest general limitation is that they only address themselves to students whose abilities and job prospects are very limited. Students whose English language skills are low, but who may have high (and very marketable) skills and aptitudes in other areas (such as many deaf students) will not generally be adequately served by the selection of jobs and the strategies for obtaining employment outlined in these materials.

Title 43: Finding a Job
Author: King, C.
Publishers: Fearon Education, Pitman Learning, Inc., 6 Davis Drive, Belmont, CA 94002
Date: 1983
Format: Workbook
CE Elements: SA, CA

Annotation: This direct, no-nonsense, workbook guide to job finding knowledge addresses finding, applying and interviewing for entry level jobs. Some attention is given to self-awareness and career-awareness. The book advises students of their rights in interviews and of the importance of not accepting the wrong job, and gives "job-tip" asides from workers, which are informative but not preachy. It also provides a good step-by-step break-down of an application form.

Title 44: Focus on Infusion, Vol. I & II
Authors: Solano, F., Egelston-Dodd, J., & Costello, E., Editors
Publisher: Convention of American Instructors of the Deaf
Date: Vol I - 1982; Vol. II - 1983
Availability: CAID Headquarters, 418 Thayer Avenue, Silver Spring, MD 20910
Format: Softcover book
CE Elements: All

Annotation: These two volumes contain papers presented at the June 1981 meeting of the Convention of American Instructors of the Deaf, Rochester, N.Y. Career Education was a theme of many papers, especially those in Volume I. The papers run the gamut between highly theoretical pieces, presentations of research skills, and examples of the application of theory in the classroom. The papers, especially in the last category, have much to offer in terms of seed material for development of curriculum.

Title 45: Getting A Job
Publishers: Outreach Division, Pre-College Programs, Gallaudet College, Kendall Green, Washington, DC 20002
Format: Teacher Guide, captioned slide set and student workbooks
CE Elements: Employability Skills
Annotation: This package "walks" students through the process of gaining employment. It covers key facets from getting a Social Security number to getting along on the job. It equips students at the secondary level with the skills needed to write a resume, hunt for a job, arrange for and handle an interview, fill out applications, and more. All the material is presented in a controlled vocabulary, designed for hearing-impaired students.

Ten lessons are sequenced to simulate the steps a student would follow in getting a job. Job interview behavior is demonstrated by a color, captioned slide set showing students in different job interview situations. The course takes about 40 hours of classroom instruction.

Title 46: *Have You Heard About the Deaf?
Author: Gannon, J.
Publisher: National Association of the Deaf, 814 Thayer Avenue, Silver Spring, MD 20910
Date: 1983
Format: Color videotape, signed and captioned
CE Elements: SA, CA

Annotation: Jack Gannon, author of Deaf Heritage, narrates a fascinating and well-produced introduction to a variety of successful deaf Americans, past and present. The 37 people highlighted include scientists, artists, writers, athletes, and clergy. Little attention is given to less glamorous categories of success. However, students are highly motivated by the interviews with Kitty O'Neill, Bernard Bragg and other deaf heroes.

Title 47: I'm Deaf Too: 12 Deaf Americans
Authors: Bowe, F., & Steinberg, M.
Publisher: National Association of the Deaf, Silver Spring, Maryland
Date: 1973
Format: Print with black and white photographs, paperback
CE Elements: SA, CA, ED

Annotation: Although this book is 10 years old, the pictures are not dated, and the contents are as lively as ever. The twelve interviews, which are presented in a question-and-answer form, are full of encouragement and inspiration for hearing-impaired students. Only two of the twelve people interviewed are women, and only two are not Gallaudet graduates, factors which can limit the broadening purposes of the book. The interview format sometimes results in language that is colloquial and complex; some students may find this way of organizing information confusing. Still, many schools will have copies of this book, and it is a good supplement to Courageous Deaf Adults and Successful Deaf Americans (annotated herein) for increasing awareness of the achievements of hearing- impaired people. The twelve deaf Americans are Ann Billington, Bernard Bragg, Lee Brady, Edward Carney, Ernest Hariston, Edward Nies, Nancy Rarus, Ben Schowe, Larry Stewart, Frank Sullivan, Jane Wilk, and Nathan Zimble. They represent a wide variety of work experience.

Title 48: Infusion
Author: Black, D.
Publisher: National Project on Career Education, a Joint Project of Model Secondary School for the Deaf and National Technical Institute for the Deaf
Date: 1981
Availability: Outreach Division, Pre-College Programs, Gallaudet College, Kendall Green, Washington, DC 20002
Format: Soft cover book
CE Elements: All

Annotation: The preface to this handbook for professionals presents the rationale behind infusing career education in the general curriculum. The main thrust of the handbook is to show how infused lesson plans can be developed and evaluated. There are sample lesson plans in the appendices.

Title 49: Is Science a Possible Career For You?
Authors: Stolte, J., French, M., Smith, S., Barbour, J., Biester, T., & Edwards, G.
Publisher: Research for Better Schools, Inc., 1700 Market Street, Philadelphia, PA 19103
Date: 1978
Format: Print materials, captioned filmstrip, overheads
CE Elements: CA, SA

Annotation: There are plans and materials for up to 10 class periods in this package; however, the developers suggest shorter selections of activities as well. The activities are divided into 3 parts: "Why consider a career in science?", "What do people in science do?", and "How do you find out if science is a career for you?" They are engaging activities that should stimulate thought and discussion. The package contains the captioned filmstrip, "Deaf People Work in Many Science Jobs," which contains six cameo portraits: a chemist in dairy research; a biochemist; a microanalytic chemist; a systems analyst; a meteorologist; and a computer programmer. Each person is shown working with people and with the complex machinery in their labs, which may help overcome student's fears of either situation. A portrait of each person at home, with their hobbies, stresses the importance of leisure time activities as well as adding depth to the portraits. Printed biographies and words of advice from these scientists supplement the filmstrip. This package helps fill the need to inform and inspire the potential scientists among hearing-impaired students.

Title 50: *Is There Life After School?
Authors: Propp, G., & Plotnik, P.
Publisher: Educational Media Production Project for the Hearing Impaired, University of Nebraska, Lincoln NE 68583
Date: 1983
Availability: The Conover Company, P.O. Box 155, Omro, WI 54963
Format: 3 comic books: "The Future," "David's Story," and "Amy's Story"
CE Elements: ED, CA, EC

Annotation: This three-book series in an attractive comic book style tells the story of high school students (two of whom have hearing impairments) interviewing former students about their careers, for a school assignment. In the process, they learn something about educational requirements for jobs, and about economic factors. Good discussion questions are included. These are good to assign before sending students out to do similar interviews, or before bringing in speakers.

Title 51: "It's Elementary!, Career Education Activities for Mildly Handicapped Students"
Author: Gillet, P.
Publisher: Teaching Exceptional Children, Vol 15, no. 4, pp. 199-205.
Date: Summer, 1983
Format: Magazine Article
CE Elements: CA, ED

Annotation: This article has several suggestions for appealing activities (many on game formats) for use in the elementary classroom, using self-made materials; some concentrate on career and educational awareness alone, while others are designed solely to develop skills, such as motor skills. The most interesting suggestions combine development of skills and of awareness. The remainder of this issue of Teaching Exceptional Children is also devoted to career and vocational education.

Title 52: The Job Hunting Game
Publisher: Career Aids, Inc., 8950 Lurline Avenue, Dept. G, Chatsworth, CA 91311
Format: Game - includes reusable game pieces--cards and signs
CE Elements: Employability Skills

Annotation: (This annotation is taken from the Career Guidance Catalog, 1983.)

The JOB HUNTING GAME provides students with practice in the skills required to look for and find jobs. Students assume the roles of job hunters, employers and State Employment Service counselors as they learn how to use want ads, acquire and evaluate job leads and employment signs and how to interview with the employment service and employers. The Teacher's Guide includes instructions, objectives, and follow-up and enrichment activities. Materials may be used again and again. Designed for groups of 6 to 32 students and written at a fifth grade level with additional special vocabulary words, this game is played in 2 periods of 20 minutes to over an hour. Additional activities add up to 3 hours to the learning experience.

Title 53: Keeping A Job.
Authors: Tune, Nancy
Publisher: Pitman Learning, Inc., Fearon Education, 6 Davis Drive, Belmont, CA 94002
Date: 1983
Format: Workbook
CE Elements: Attitudes and Appreciations, SA, CA

Annotation: This is a guide, through stories of fictional employees, followed by direct lectures, to the do's and don'ts of keeping a job once you're hired. The vocabulary is appropriately limited for low verbal readers. Designed for people already in the job market, or in jobs, this book leaves very little to the student's imagination. The worksheet pages are titled "What do you think?", but many have "right" answers. However, the stories could be used less heavy-handedly to spark discussions based on the student's own experience.

Title 54: Kendall Demonstration Elementary School Career Education Materials
Authors: The Kendall Demonstration Elementary School, Gallaudet College, and the National Center for Research in Vocational Education, the Ohio State University.
Publisher: Outreach Division, Pre-College Programs, Gallaudet College, Kendall Green, Washington, DC 20002
Date: 1980-1982
Format: Soft-cover, Teacher's guides, student books and resource packets
CE Elements: All

I have lumped these excellent elementary school materials together because they were developed by the same people and share many delightful characteristics. Decisions! Decisions!, Feelings: Keys to Values, Shooting for Goals, Coping with Conflicts, and Career Awareness Learning Activities (Level I and Level II) all contain an abundance of well-conceived, active learning strategies, designed to prepare elementary students to become decision makers, aware of themselves, others, and working environments. Although designed for elementary students, many of the ideas merit borrowing and adapting for secondary students. For more specific annotations, refer to the Gallaudet Pre-College Programs Outreach Products and Services Catalog, available from the address above.

Title 55: Learning About Work and Teacher's Manual for Learning About Work

Author: William, H.

Publisher: Creative Research Endeavors in the Education of the Deaf (CREED); supported by 4,201 schools in New York State

Date: 1974

Availability: c/o Dr. Harold Munson, University of Rochester, River Campus, Rochester, NY 14620

Format: Soft cover books

CE Elements: CA

Annotations: The sections in this student field trip manual are organized around pre-trip activities, observation during the visit, and activities to be done after the visit has been made. During the field trip tour, when students are observing workers in their jobs, they are encouraged to note and classify the specific work activities they observe according to the various work functions categories. Illustrations depict work functions, thus providing in a concrete, visual mode the operational definition of the terms. The student manual has two versions in one volume, the first for students familiar with CREED concepts and terminology, and the second for students without that background.

In the companion Teacher's Manual for Learning About Work, there are detailed instructions regarding appropriate use of the field trip component as part of the career development program. There are also complete directions for making arrangements for a field trip visit including a community survey form to identify industries having potential as field trip sites and sample letters of request and appreciation for the field tour service.

Title 56: Life Centered Career Education: A Competency Based Approach

Author: Brolin, D., Ed.

Publisher: The Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091

Date: 1978

CE Elements: All

Annotation: This curriculum, designed for mildly retarded high school students, is developed around 22 competencies which the authors consider necessary for independent adult living in three domains: daily living skills, personal-social skills, and occupational guidance and preparation. The competencies are broken down into subcompetencies, and finally into learner objectives. This manual contains suggested activities and strategies for each learner objective, and a scale for rating competency on all the objectives. It also provides an annotated guide to available instructional materials which can be used with each unit, and a bibliography of resource articles.

Title 57: *Making A Decision Is...
Publisher: Churchill Films
Date: 1980's
Format: Color videotape, captioned by CASP, 20 min.
Availability: Outreach Division, Pre-College Programs, Gallaudet College, Kendall Green, Washington, DC 20002
CE Elements: DM, CA

Annotation: This engaging videotape on the process of making decisions, whether small or large, advocates a step-by-step process, from figuring out what outcome you want, to gathering alternatives, to weighing risks. The tape follows two decisions, one in an emergency situation, another a career decision, and leaves time for the viewer to think over what he or she would do. It points up how decisions, and career decisions in particular, are tied to values. It also emphasizes that not making a decision is a decision to leave things to others or circumstances to decide. The lively presentation provokes interest and discussion from upper level hearing-impaired high school students.

Title 58: Me in the Future
Author: Mayer, W. V., Director
Publisher: Biological Sciences Curriculum Study, P.O. Box 930, Boulder, CO
Date: 1980
Format: Print materials, science equipment, and storage boxes
CE Elements: CA

Annotation: This science program has a career education focus. There are four units: "An Introduction to Career Awareness," "Science and Metrics," "Science and Vocations," "Science and Leisure Activities," and "Science and Daily Living Skills." Each unit is available as a complete set, or the 19 "cluster" kits, such as "Science and Raising Children, may be purchased separately.

Many of the necessary materials are included; sources are listed for materials which must be obtained. The program has been widely tested and found to be effective in various settings, with special students age 14 through adult, and with younger students in regular classes.

Title 59: The Money Series
Authors: Husak, G., Pahre, P;, & Stewart J.
Publishers: Hopewell Books, Inc., 1670 Sturbridge Drive, R. D. #1, Sewickley, PA 15143
Date: 1978
CE Elements: EC, Employability Skills
Format: 10 student booklets and a Teacher's Guide

Annotation: This series provides information for students preparing to handle their own finances. Ten booklets, written at a second grade reading level for high school students with low reading comprehension, address the following topics: "How to Buy Food," "How to Buy Clothes," "Buying Furniture for Your Home," "Finding a Place to Live," "Where to Get Medical Help," "How to Budget Your Money," "How to Borrow Money," "Banking," "Insurance," "and "Buying a House." The booklets give information through stories of people learning how to do these tasks, and how they solve the problems that they encounter. Multiple choice and short-answer questions check comprehension. The Teacher's Guide provides short-term objectives, activities, and a vocabulary list for each activity, as well as annual goals for the series. The use of suggested additional activities such as interviews, discussions and role-plays should expand students' awareness of possibilities not presented in the texts.

Title 60: NTID Educational Awareness Package
Author: Stanton, J., O'Brien, E., Mann, H., & Young, M.
Publisher: National Technical Institute for the Deaf (NTID), Rochester Institute of Technology, 1 Lomb Memorial Drive, Rochester, NY 14623
Date: Fall of 1984
Availability: Contact Jeri Stanton, Career Outreach and Admissions Office, National Technical Institute for the Deaf (NTID), Rochester Institute of Technology, 1 Lomb Memorial Drive, Rochester, NY 14623
Format: Teacher's Guide, 4 modules, transparencies, handouts and game parts
CE Elements: ED

Annotation: The NTID Educational Awareness Package will be available for implementation in secondary programs for the deaf to meet the need for educational and career planning. Emphasis is on post-secondary education and training needed for the transition to work. Through the package, hearing-impaired high school students are encouraged to acquire an understanding of available post-secondary educational programs. Starting with the early high school years, students develop awareness of how their study of school subjects relates to a future career. Coping with rapid changes in occupational options is emphasized.

The package has four teaching modules designed to be taught by high school teachers and/or counselors of early secondary deaf students. During a pre-planned visit, an NTID Career Opportunities Advisor will offer a culminating lesson to follow up the package.

Title 61: Occupational Outlook Handbook, 1982-83 Edition
Publisher: U.S. Department of Labor, Bureau of Labor Statistics (Bulletin 2200)
Date: 1982
Availability: Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402

Format: Soft cover
CE Elements: CA

Annotation: This publication, which is updated periodically, gives fairly detailed descriptions of the nature of different fields of work, including specific jobs within each field, working conditions, number of people employed in the field, training and other qualifications, earnings, related occupations, and the outlook for jobs in that field.

This information is important to pass on to students who have established, or are investigating, an interest in a certain field. The information on which fields are opening up and which are laying off is valuable to those guiding student decisions and designing preparatory programs.

Title 62: Office Topics
Publisher: The Economics Press, Inc., 12 Daniel Road, Fairfield, New Jersey
Date: Periodical, every two weeks
Format: Printed booklets with color illustrations, approximately 3" x 8", 10 pages each
CE Elements: DM, SA, CA

Annotation: One of these short booklets comes out every two weeks. Although geared toward people already employed in office work (there are tips on grammar and usage on the back of each booklet), the on-the-job problem scenarios they present are not limited to office jobs. Students may have encountered many of these problems already in school, at work experience, or at home. Although each booklet has a "lesson" to teach, it also asks the reader to engage

in creative problem-solving. The problems could be presented to a class for suggestions. The booklets list various possible solutions, and comments on them.

Title 63: 100 Ways to Enhance Self-Concept in the Classroom: A Handbook for Teachers and Parents
Authors: Canfield, J., & Wells, H.
Publisher: Prentice-Hall, Inc., Englewood Cliffs, New Jersey
Date: 1976
Format: Print, softcover with photographs
CE Elements: DM, SA

Annotation: These 100 activities for use in the classroom are meant to increase the child's awareness of who s/he feels s/he is, and who s/he wants to be, to boost self-esteem, and to increase awareness of traits and concerns shared with others or unique. The activities are mostly directed toward younger students' interests and abilities, but many ideas can be adapted to older students.

Title 64: Oregon
Publisher: Published by MECC, 2520 Broadway Drive, St. Paul, MN 55113, Adapted by the Educational Media Production Project for the Hearing Impaired (EMPPHI), 318 Barkley Memorial Center, Lincoln, NE 68583
Date: 1983
Availability: Through MECC (above) (Specify version adapted by EMPPHI for hearing impaired)
Format: One microcomputer diskette (Apple II) and a teacher's guide with student worksheet/transparency masters
CE Elements: DM, EC

Annotation: Oregon is a computer game which simulates a trip along the Oregon Trail from Independence, Missouri, to Oregon City, Oregon. The student reenacts the journey of a family of five who attempt to complete the 2,000-mile journey in five or six months. The family has $700 and a wagon at the beginning of the trip. The student must spend this money on oxen, food, ammunition, clothing, and miscellaneous supplies. He or she tries to reach Oregon City alive in spite of many obstacles and budgeting problems encountered on the journey. EMPPHI has adapted it for deaf students.

Title 65: A Parents' Guide to Selecting a College
Publisher: Rochester Institute of Technology, National Technical Institute for the Deaf, One Lomb Memorial Drive, P.O. Box 9887, Rochester, NY 14623
Date:
Format: Illustrated pamphlet
CE Elements: ED

Annotation: The first half outlines sensible step-by-step approach to selecting a college; although much of what it says may seem obvious to professionals, many of the steps are overlooked by parents and students. The second half gives specific information on the National Technical Institute for the Deaf. A good handout.

Title 66: People at Work
Publisher: Outreach Division, Pre-college Programs, Gallaudet College, Kendall Green, Washington, DC 20002
Format: 50 slides and 50 fact cards
CE Elements: CA, ED

Annotation: This set of 50 captioned slides and fact cards portrays people doing different jobs in which deaf people can and do succeed. The fact cards contain a definition of the nature of the work, an explanation of the skills and training needed, and a description of the working conditions. Reproduced on the cards are black and white photos of the slides. Also included on each card is an address where the teacher or student can get further information.

Title 67: Positive Attitude Posters
Author: Key, T.
Publisher: The Economics Press, Inc., 12 Daniel Road, Fairfield, NJ 07006
Date: Current
Format: Color cartoon posters, in two sizes
CE Elements: Attitudes and Appreciations

Annotation: This series of posters, available by subscription, employs a humorous, relatively soft-sell approach to instilling good work-habits through short maxims accompanied by Ted Key Cartoons.

Title 68: Project Discovery Vocational Training System
Publisher: Experience Education, Red Oaks, Iowa
Date: Current catalog of various products
Availability: Prentice-Hall Media, Serv Code CM, 150 White Plains Road, Tarrytown, New York 10591
Format: Kits which include student instructions, instructor's notes, student education checklists and all necessary tools, equipment and teaching aids.
CE Elements: CA

Annotation: These materials are designed to provide work projects with real tools and real results within the secondary school setting. They allow students to explore the nature of certain jobs prior to committing themselves to costly and time consuming in-depth vocational training. The kits provide introductory looks at over 40 jobs, ranging from plumbing, to working with senior citizens, to computer occupations.

Title 69: Resource Directory of Handicapped Scientists
Authors: Owens, J., Redden, M., & Brown, J.
Publisher: American Association for the Advancement of Science, 1776 Massachusetts Avenue, NW; Washington, DC 20036
Date: 1978
Format: Print, softcover
CE Elements: SA, CA, ED

Annotation: This is a helpful listing of disabled scientists, with information on the nature of their disability, the degrees they hold and their most recent position in their field. Each entry includes a listing of the consulting functions they are interested in performing (including public speaking and acting as advisors to students). Indexed by region, disability and scientific specialty, the guide includes over 100 hearing-impaired people and could be valuable for contacting resource people, although some information may be dated. (See also Gilmore, et al., Educators with Disabilities: A Resource Guide, annotated above.)

Title 70: See Me More Clearly: Career and Life Planning for Teens With Physical Disabilities

Author: Mitchell, J. S.

Publisher: Harcourt, Brace and Jovanovich, New York and London

Date: 1980

Format: Print

CE Elements: All

Annotation: "Seeing yourself more clearly...knowing that you are more than your disability...is what this book is about." With this as the purpose, Mitchell outlines, by utilizing previously published information from dozens of sources, specific physical disabilities, the "why's" of independence, and help for students beginning to plan their future. She encourages students to cope with and to go beyond their own physical differences and the "handicapism" of those around them.

There are individual chapters devoted to each of seven disabilities: visual, hearing, diabetes, musular dystrophy, cerebral palsy, spinal cord injuries, and epilepsy. Each chapter includes a definition of the disability, explanation of complications/limitations, an interview with a disabled individual, and a list of measures the students may take to help their teachers.

In accordance with Mitchell's goal for students to define themselves as more than their disability, she has included discussion on rights of the disabled, public transportation, driver education, how to judge the kind of friend you are, sports activities, evaluation of life survival skills, and how to become involved in educational placement decisions.

Written at a high reading level, this book would function most efficiently as a resource for professionals serving disabled adolescent students or for families of these individuals. The chapter discussing life career skills and a separate section, by Ellen J. Wallach, on "Charting Your Course," provide an excellent format for a teacher, parent, or counselor to use in helping a student explore him/herself, career possibilities, and decision making. The educational and career decisions, strategies and goals chapter includes introductory information about factors considered in making educational placement decisions. Such information would show students and parents their valuable role in this process and their right and responsibility to be an integral part of it. The majority of educators also need the information and awareness that this upbeat book provides, with an understanding free from pity.

Title 71: *Self-Esteem for Little Folks
Publisher: (Producer) Educational Media Production Project for the Hearing Impaired (EMPPHI), 318 Barkley Memorial Center, Lincoln, NE 68583
Date: 1983
Availability: Outreach Division, Pre-College Programs, Gallaudet College, Washington, DC 20002
Format: One captioned, color (signed and sound) videotape containing 10 segments; teacher's guide including activities, videotape senarios, family albums, and worksheet/transparency masters; 15 poster prints.
CE Elements: SA, DM

Annotation: Intended to provide the teacher with the necessary visual resources and class activity suggestions for a one semester program on developing a realistic and positive self-concept among intermediate level hearing-impaired students, parts of this videotape provide material for older students to react to and discuss in terms of values, roles and decision-making. The program is divided into four parts: "Who Am I?," "Recognizing Mistakes and Limitations," and "Understanding People's Behavior and Feelings."

A 10-minute exerpt, "What's For Breakfast," is used in CASP to provoke discussion of family roles, responsibilities, and teamwork, and how these are related to the world of work.

Title 72: Self-Exploration Series
Authors: Lee, J., & Pulvino, J.
Publisher: Instructional Enterprises
Date: 1982
Availability: Order from: Educational Medical Corporation, Box 21311, Minneapolis, MN 55421
Format: Series of 3 disks for Apple II computers
CE Elements: CL, SA, CA

There are three disks available separately: "Who am I?," "Career Exploration," and "Study Skills." I have only seen the second disk. It is a disappointing collection of questionnaires which give the student very little interaction and feedback. The vocabulary level is not high but the language is still confusing. There is a file manager which enables you to keep and review student answers, but no capacity to analyze responses in depth, nor explanations of the significance of individual configurations. This unimaginative use of the capabilities of computers points up the need for programming that is interactive and communicates clearly, if computers are to be a tool and not a gimmick in career education and guidance with deaf students. This program is <u>not</u> recommended.

Title 73: Self Understanding
Authors: Cowan, N., & Walker, B.
Publisher: Outreach Division, Pre-College Programs, Gallaudet College, Kendall Green, Washington, DC 20002
Date: 1981
Format: Soft-cover, Student Workbook and Teacher Guide
CE Elements: SA, CA, DM

Annotation: This secondary level of self-awareness curriculum directs students in looking at their physical characteristics, interests, emotions, values and abilities, and at the factors that influence these characteristics. Students then investigate the processes of goal setting and decision making, especially as they relate to careers, in terms of what they have learned about themselves.

Title 74: Sell Apples, Sell Plants and Sell Lemonade
Publisher: Minnesota Educational Computer Consortium (MECC), 2520 Broadway Drive, St. Paul, MN 55113
Date: 1983
Availability: Order through publisher, specifying the version adapted for hearing-impaired students by Educational Media Production Project for the Hearing Impaired (EMPPHI).
Format: One microcomputer diskette (Apple II) and a Teacher's Guide with Student Worksheet/transparency masters
CE Elements: CL, EC

Annotation: These three computer simulations have the purpose of providing students with experience with the economic factors of production level, advertising and pricing. In the first simulation, the student develops a strategy for determining the "best price" at which to sell apples. In the second simulation, the variable of advertising is introduced. The student must now determine the best price and the most profitable level of advertising. In the third simulation, the student decides how much lemonade to make, how many advertising signs to make and how much to charge for lemonade. The program was designed for 10-15 year-olds, and has been adapted for hearing-impaired students.

Title 75: *Sensitivity Cards
Publisher: Dr. John P. Starkel, New Project Director, Developmental Learning Materials, D.L.M. Park, P.O. Box 400, Allen, TX 75002 (product #491)
Date: Not known
Format: Illustrated Cards
CE Elements: DM, SA

Annotation: These cards illustrate various social situations in which a student might find himself, and allow the student to form an opinion as to social and interactive options. These are good values clarification materials in that they are open-ended. They are useful in activities which emphasize the decision-making process, rather than "correct" decisions.

Title 76: SIGI and NTID -- A Brief Overview of the History and Implementation of the System for Interactive Guidance and Information (SIGI) at the National Technical Institute for the Deaf
Author: McKee, B., & Schroedl, K.
Publisher: National Technical Institute for the Deaf, Rochester Institute of Technology, One Lomb Memorial Drive, Rochester, NY
Date: November 1981
CE Elements: CL, CA, SA

The System of Interactive Guidance and Information (SIGI) is a computer-based aid to career decision-making. The system was designed by Educational Testing Service (Princeton, NJ 08541) to apply computer technology to assisting people in examining their work values, exploring a variety of career options, evaluating relevant occupational data, and formulating tentative career plans. SIGI has been used for several years at NTID. Four or five hours and support from a counselor are needed for the best use of this system of self and career awareness activities.

This report is a brief overview of the SIGI computerized guidance system, explaining why it was chosen to be part of the counseling services for NTID students, how it is being implemented at the National Technical Institute for the Deaf, and what research has been and will be conducted with SIGI.

Title 77: *Successful Deaf Americans
Author: Toole, D.
Publisher: Dormac, Inc., P.O. Box 752, Beaverton, OR 97075
Date: 1979
Format: Soft cover book, with illustrations
CE Elements: SA, CA

Annotation: These stories tell of eight deaf men and women, successful in some area of endeavor, from sports to inventing. The stories are written with deaf students specifically in mind, with accompanying comprehension and vocabulary exercises. The people whose inspirational tales are told are: Nancy Bonura, James Marsters, Dorothy Miles, Lawrence Newman, Edna Adler, Lee Brody, Cynthia Faltzman, and Fred Schrieber.

Title 78: A Supplemental Guide to the Career Insights and Self Awareness Games for Teachers of Deaf Students
Author: Howard, W.
Publisher: Creative Research Endeavors in the Education of the Deaf (CREED); supported by 4,201 schools in New York State
Date: 1974
Availability: c/o Dr. Harold Munson, University of Rochester, River Campus, Rochester, NY 14620 (Games available separately from Houghton Mifflin Company, Boston, MA)
Format: Softbound supplement to Career Insights and Self Awareness Gaming (CISAG), available separately from Houghton Mifflin Company
CE Elements: SA

The CISAG program (available separately), which this supplements, consists of a series of vocational game-like interactions which allow students to engage in self-exploration as it is related to various facets of the career planning process. The six games provide a deliberately scheduled opportunity to discover, explore, and assess with a teacher in a classroom setting, individual preferences and feelings regarding interests, life goals, abilities, and work function behaviors. Game materials consist of a flannel board and various adhesively-backed pieces which feature an interest continuum line, a data-people-things puzzle, a set of graph-like bars to show how to indicate strength of preference for a triad of interests, and sets of life goal and life situation cards. The materials are accompanied by a Game Leader's Manual and a Game Guide for each of the six games.

A Supplemental Guide to CISAG for Teachers of Deaf Students has been developed so that the games can be modified for hearing impaired youth. The revisions include modification in the timing, sequencing and scheduling of the games and game plays. Further modifications may be necessary with some students.

Title 79: Technical Signs 5: Career Education (Manual & 2 Videotapes)
Authors: Aron, B., Caccamise, F., Outermans, L., Pocobello, D., Newell, W., & Oglia, D.
Publisher: National Technical Institute for the Deaf, Rochester, New York
Date: 1983
Availability:
CE Elements: All

Annotation: 88 signs are represented by Sutton Movement notation in the manual. The same signs are depicted on the videotape. The depictions are clear. This set is useful to assure instructors and interpreters of selecting a sign that has some currency, rather than making one up themselves. Terms included are:

academic (education)
appreciation
assistance
attitude
authority
awareness
barrier
beginning competency
boss, employer
career (awareness)
career education
cluster (noun)
collaborate
conflict resolution
consultant
content bridge (connection)
continuum
cooperate
data
decision making
delegate (verb)
development (career)
differentiate
discriminate (against)
economic (awareness)
educational (awareness)
elements
employability skills
employee
employer, boss
employer (general)
employment
encourage, motivate
environment
establish, set
experiential
exploration
facilitate
feedback
field trip
function (work)
goal
group dynamics
guidance (career)
hospitality
ice breaker
implement
incentive
inclusion
infusion, integration
introduction
inventory
job
job, work
leisure time
meeting, session
method
mobility
module
motivate, encourage
motivation
needs assessment
network
orientation (work)
power (strength)
preparation
process
regional
resist
resources
risk taking
role model
score
self (awareness)
self-generating
session, meeting
set, establish
specialization
stages
state (e.g., New York)
stereotyping
strategy
support
survey
system, systematic
task analysis
technical
technique, way
values
vocational (education)
way, technique
work job
workshop

Title 80: *3 Deaf Workers
Authors: DeCaro, J., & DeCaro, P.
Publisher: Catch Tomorrow: Career Awareness Summer Program
Date: 1983
Availability: Outreach Division, Pre-College Programs, Gallaudet College, Kendall Green, Washington, DC 20002
Format: Color videotape, signed and captioned, 25 min.
CE Elements: CA, ED, EC

Annotation: Pat DeCaro interviews three deaf professional workers who have changed jobs; a psychologist, a secretary who became a project director and a biology lab technician working with laboratory animals. They discuss their education, how they found their new job, what things are better (or worse) about the new job, and what needs they satisfy by working. The information is of most interest to mature students.

Title 81: *These People are Working
Publisher: Arizona State Department of Education
Date: 1978
Format: 20 minute captioned color film or videotape
Availability: Film available from any member school, National Project on Career Education (NPCE):

Alabama Institute for the Deaf; Alaska State Program for the Deaf; American School for the Deaf; Arkansas School for the Deaf; Atlanta Area School for the Deaf; Boston School for the Deaf; Broward County School Board; California School for the Deaf, Fremont; California School for the Deaf, Riverside; Clark County School District; Colorado School for the Deaf & Blind; Dallas Regular Day School for the Deaf; Florida School for the Deaf; Governor Baxter School for the Deaf; Hawaii School for the Deaf & Blind; Hilda Knoff School for the Deaf; Houston Regional Day Program for the Deaf; Idaho School for the Deaf; Indiana School for the Deaf; Iowa School for the Deaf; John Hersey High School; Kendall Demonstration Elementary School; Memphis City Schools Hearing Impaired Program; Michigan School for the Deaf; Millburn School for the Hearing Impaired; Mill Neck Manor School for the Deaf; Minneapolis Public Schools, Hennepin Technical Center; Minneapolis Public Schools, Seward School K-6; Minnesota School for the Deaf; Mississippi School for the Deaf; Missouri School for the Deaf; Model Secondary School for the Deaf; Montana State School for the Deaf & Blind; Nebraska School for the Deaf; New Mexico School for the Deaf; North Carolina School for the Deaf; North Dakota School for the Deaf; Waco Regional School for the Deaf; Alex W. Spence Middle School; Oklahoma School for the Deaf; Oregon State School for the Deaf; Pennsylvania School for the Deaf; Phoenix Day School for the Deaf; Portland Public Schools; Rhode Island School for the Deaf; St. Mary's School for

the Deaf; St. Rita's School for the Deaf; Scranton State School for the Deaf; SELACO, Downey High School; Shawnee Mission Public Schools; South Carolina School for the Deaf & Blind; South Texas Regional Team; Special School District of St. Louis Co.; Tacoma Public School, Dist. #10; Texas School for the Deaf; Texas State Advisory Committee; Utah School for the Deaf; Whitney Young High School; Wisconsin School for the Deaf.

CE Elements: SA, CA, ED

Annotation: This movie follows three disabled workers, a blind lawyer, a paraplegic nurse, and an orthopedically disabled computer programmer who has cerebral palsy, through their work, and interviews them and the people they work with. The workers discuss prejudice and frustration they have encountered, how they have overcome that prejudice, and what accommodations they have made, or had made for them, to be able to work in their fields. The good-spirited practicality with which they approach breaking down physical and attitudinal barriers is a universal example.

Title 82: Tips You Can Use When Communicating With Deaf Employees
Author: Menchel, R.
Publisher: National Technical Institute for the Deaf (NTID), Public Information Office, Rochester Institute of Technology, One Lomb Memorial Drive, P.O. Box 9887, Rochester, NY 14623
Date: 1983
Format: Pamphlet
CE Elements: CA

Annotation: This pamphlet is good material to leave with an employer as reference material, or to give to guest speakers with an interest in making their communication as clear as possible. It is comprehensive, covering communication in one on one, group, interview, telephone, and on-the-job situations, written communication, and the use of interpreters.

Title 83: *Understanding Jobs and Careers
Publisher: Learning Tree Filmstrips, 934 Pearl Street, Box 1590, Dept. 550, Boulder, CO 80306
Format: Filmstrips with audiotapes, made into captioned slides
Availability: Outreach Division, Pre-College Programs, Gallaudet College, Kendall Green, Washington, DC 20002
CE Elements: All

Annotation: This four-part series of slide shows introduces important career concepts and considerations, mostly through anecdotes of young people planning for and pursuing their careers. The pictures and stories are engaging, partly because the characters are given names. The story format allows advice to be inserted in context, in a way that will be meaningful and memorable. All four filmstrips have been captioned for CASP and are annotated separately below:

Part I: Job or Career?

This general introduction explains the concept of a career, discouraging the notion that a person stays in the same job for life. It discusses how desire for money and for other forms of satisfaction prompts people to take jobs, how different people choose fields through different processes, and the importance of considering drawbacks as well as attractive features of specific jobs and careers. Other decision-making factors mentioned are self awareness, educational awareness, and an awareness that gender should not be an obstacle.

Part II: It's More Than a Job

The point of this slide show can be summarized as: "Your choice of a job (or career) depends on what's important to you." Most people need to work for money, but other rewards contribute heavily toward determining job satisfaction: feeling useful to others, being respected and gaining status, job security and other benefits, adventure and travel, excitement or danger, feeling good at something, being with people, being outside (or inside), and seeing results. Different rewards will mean more, or less, to different people. This presentation emphasizes that, since there are many ways to make money, it makes sense to aim for job satisfaction.

Part III: In Between Jobs

This presentation about changing jobs and unemployment emphasizes the depressing character of unemployment and advocates finding a new job before quitting a job that is less than satisfactory. On the optimistic side, the slide show mentions that unemployment can be a good opportunity to reassess career goals and make plans, and that it isn't always a good idea to take the first job that is offered.

Part IV: Planning for the Future

This slide show illustrates the interconnections between interests, aptitudes, areas of study, and careers. While it follows the story of a young woman with clear mechanical interests and aptitudes who pursues those interests at home and in school, leading to an engineering career (thus illustrating a smooth, well-planned career path), it also emphasizes that a broad course of study in high school broadens the career opportunities available to the student. Another topic covered is the importance of further education for career advancement.

Title 84: We Know It Can Be Done
Publisher: (Producers) The National Technical Institute for the Deaf at Rochester Institute of Technology, One Lomb Memorial Drive, Rochester, N.Y. 14623
Date: 1981
Availability: Modern Talking Picture Service, 5000 Park Street North, St. Petersburg, FL 33709
Format: 25-minute, 3/4" color videotape, captioned at two levels, with user's guide
CE Elements: SA, CA

Annotation: Two people with highly successful careers, Phil Bravin, an IBM computers project manager, and Bonnie Tucker, an accomplished lawyer, talk about taking responsibility for their lives, acknowledging necessary values for success in the hearing world, challenging stereotypes about the capabilities of deaf people, and overcoming barriers. Bravin attended schools for the deaf and Gallaudet College, while Tucker attended public schools and Syracuse University.

This videotape emphasizes the type of professional-level success that is held in high esteem by our society. While it is instructive and inspirational for all students, students with similar drives and abilities would benefit most from knowing that "it can be done."

Title 85: *What it All Costs: Shelter, Transportation, Recreation
Authors: DeCaro, J., & DeCaro, P.
Publisher: Catch Tomorrow: Career Awareness Summer Program
Date: 1983
Availability: Outreach Division, Pre-College Programs, Gallaudet College, Kendall Green, Washington, DC 20002
Format: 79 color, captioned slides
CE Elements: EC

Annotation: This slide show on the costs of everyday needs, such as shelter, transportation, and recreation delves into costs involved in these areas that are infrequently thought of. It can be used to provoke discussion of the cost of various alternative ways of filling these needs, such as car vs. bus; fancy dinner date vs. movie date.

Title 86: *Wide Range Interest-Opinion Test (WRIOT)
Authors: Jastak, J., & Jastak, S.
Publisher: Jastak Associates, Inc., 1526 Gilpin Avenue, Wilmington, DE 19806
Date: 1979
Format: 450 pictures of activities (3 per item), answer sheet, 48 scoring stencils, report form, and 18 job title lists
CE Elements: SA, CA

Annotation: Possible preferences are presented visually in this interest inventory. Students choose, from sets of three activities, the ones they like most and least. Systematic scoring rates the responses on scales of preference for tasks that involve high or low ambition, risk, skill level, sex stereotyping, or sedentariness, and preference for 18 interest areas (such as athletics, outdoor work, management, etc.). Each interest area has an accompanying job title list.

Title 87: Work Function Slides
Publisher: Creative Research Endeavors in the Education of the Deaf (CREED); supported by 4,201 schools in New York State
Date: 1974
Availability: c/o Dr. Harold Munson, University of Rochester, River Campus, Rochester, NY 14620
Format: 23 color, captioned slideshows; softcover booklet
CE Elements: SA, CA

Annotation: The work function slide series, which consists of 23 sets of approximately 50 slides each, was devised to represent in a visual and concrete manner the 23 different work functions (as defined in the Dictionary of Occupational Titles) as they are a part of home, school, and community experiences. ("Work functions" are the ways in which a person on a given job interacts with data, people or things. For example, a teaching job might require a person to "analyze" data, "instruct" people, and "manipulate" things.) After defining each work function and identifying several activities within that function which may be typical of childhood and adolescent

experiences, the slides depict a variety of occupational tasks which are associated with the particular work function. The occupations and work roles are associated with specific jobs in the Dictionary of Occupational Titles (annotated above), so that students who develop specific interests may pursue additional data about specific jobs in which they might be employed in the future.

Title 88: The Work Series
Authors: Husak, G., Pahre, P., & Stewart, J.
Publisher: Hopewell Books, Inc., 1670 Sturbridge Drive, R.D. #1, Sewickley, PA 15143
Date: 1978
Format: 8 student booklets and a Teacher's Guide
CE Elements: Attitudes and Appreciations, Employability Skills

Annotation: This series provides information for students preparing to enter the job market. Eight booklets written at a second grade reading level for high school students with low reading comprehension address the following topics: "Work Rules," "Payroll Deductions and Company Benefits," "Where to Get Help," "Taxes," "Getting to Work," "Job Training Centers," "How to Find a Job," and "How I Should Act at Work." The booklets often communicate their messages through statements of rules to follow and stories that illustrate the consequences of obeying or disregarding those rules. Frequent short-answer or multiple choice questions are included to check comprehension. The Teacher's Guide provides short-term objectives, activities, and a vocabulary list for each booklet, and annual goals for the series. As written, the booklets present a very rule-based approach to problem solving, which cannot possibly account for all situations. Additional discussions and role-playing activities, as suggested in the Teacher's Guide, could help guide students to more flexible approaches.

Title 89: World Around You
Publisher: Pre-College Programs, Gallaudet College, Kendall Green, Washington, DC 20002
Date: A twice-monthly periodical, September through May
Format: A magazine for students, Teacher's Guide Edition for teachers
CE Elements: All

Annotation: Hearing-Impaired students are the intended audience (and sometimes the authors) of this lively periodical. The

Teacher's Guide which comes out with each edition contains reading skills enhancement and discussion suggestions. World Around You is an indispensible tool for broadening students' perspectives, while giving them a sense of their own connection to that larger world.

Title 90: World of Work
Author: Ellington, C.
Publisher: EBSCO Curriculum Materials, Division of EBSCO Industries, Inc., Box 11521, Birmingham, AL 35202
Date: 1981
Format: 10 magazine-style student textbooks, Instructor's manual, reproducible worksheets, behavioral objectives list, "paychecks"
CE Elements: Attitudes and Appreciations

Annotation: This set is designed to teach work requirements and values through a program of rewarded work within school. "Paychecks" can be redeemed in privileges or materials, as the teacher sees fit. The texts help teach basic job holding requirements. Worksheets help evaluate progress.

Index to Items in Appendix C

Items used in Catch Tomorrow: Career Awareness Summer Program (CASP):	5, 24, 30, 32, 46, 50, 71, 75, 77, 80, 81, 83

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For brief definitions of the CE Elements, see pages 3 and 4.

casp

Career Awareness Summer Program

A Joint Project of Gallaudet College and
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An Extension of the National Project
on Career Education (NPCE)

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